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ABSTRACT

This document describes the development and implementation of curriculum to train adult basic education students who are considering clerical careers in the legal and medical fields. The 17-page project report outlines the following aspects: (1) development of an entry-level math and English curriculum; (2) use of computer simulation for legal or medical work environments; (3) completion of the 160-hour course by 19 students; and (4) follow-up of student progress and referral to appropriate further training. A list of software used by the project and a list of nine recommended publications follow the report. The legal outline contains learning objectives and topics for 8 weeks of instruction. The medical outline contains learning objectives, topics for 8 weeks of instruction, student worksheets and/or quizzes, and their answers. A description of competency measurement is followed by sample student progress records from the pre/posttests. Other contents are as follows: sample materials from the Northampton Community College clerical curriculum; class handouts (enrollment procedures, application, schedules, rules, follow-up form); and student evaluations of both the legal and medical courses. (CML)

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ED352528

**Legal/Medical ABE
Pre-Vocational Clerical Skills**

Final Report

by

Carol Molek, Adult Education Director

91-92

**Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
717-248-4942**

98-2061 - \$5000

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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Legal/Medical ABE Pre-Vocational Clerical Skills" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

-Carol Molek, Project Director

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Abstract

Title: Legal Medical ABE Pre-Vocational Clerical Skills

Director: Carol Molek

Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Phone Number: (717) - 248-4942

Duration of Project:

Federal Funding: \$5,000

From: 7/1/92 To: 6/30/92

Number of Months: 12

Objectives:

-the legal/medical pre-vocational clerical skills training will provide basic skills training in English and math and a testing ground for a clerical position serving the legal or medical fields through a 120 hour job simulation to twelve (12) Adult Basic Education students in the '91-'92 project year.

-to provide follow-up assistance with these students so that they may take the next steps of attaining their goals through further vocational training or more extensive basic skills training.

-of twelve enrolled, three will seek an entry level clerical position when completed with the Legal/Medical Pre-Vocational Clerical class and four will pursue other training.

Description:

The "Legal/Medical ABE Pre-Vocational Clerical Skills" project was an adaptation of a previous 310 project (ABE Pre-Vocational Skills #98-8031 - '87-'88 Northhampton Community College) for use on a local level. The Northhampton project provided a model curriculum for the efficient combination of developing basic skills and job-specific skills. The project adapted the basic clerical skills curriculum for students who wish to specially prepare for clerical positions in the legal or medical fields. The project allowed ABE students to improve basic skills, gain elementary knowledge of the legal or medical field, test their interest level in a career path, and prepare for further training or entry level employment.

Target Audience:

Twelve Adult Basic Education students who desired to improve basic skills so that they may go on to further training for clerical positions in the legal or medical fields or who desire to seek employment in those fields.

Projects: -Adapted curriculum for ABE level legal/medical clerical skills instruction.

-Final report documenting the progress and success of the entire program.

Method of Evaluation:

A positive evaluation is based on:

-Adaptation of the Northhampton clerical skills curriculum.

-Use of the curriculum with 20 Adult Basic Education students (12 planned) who desire an eventual career in a clerical position in the legal or medical fields.

-Production of an adapted curriculum for legal/medical clerical skills training.

-A final report documenting the progress and success of the entire program.

Introduction

The "Legal/Medical ABE Pre-Vocational Clerical Skills" project was an adaptation of a previous 310 project (ABE Pre-Vocational skills #98-8031 - '87/'88 Northhampton Community College) for use on a local level.

The Northhampton project provided a model curriculum for the efficient combination of developing basic skills and job-specific skills. Many of our Adult Basic Education (ABE) students enter our program with a clerical vocation as their long term goal and express a desire to train for a clerical vocation serving either the medical or legal field. This project served those students in two ways: 1) The curriculum was a testing ground where students found out if they had the aptitude for this field, and after experiencing some of the realities of a clerical position in either the medical or legal field, determined if the field really interested them. 2) The curriculum provided the basic math and English skills training needed for entrance level clerical positions in the legal or medical field, or to gain entrance to legal or medical vocational training programs, or to work towards completion of a General Educational Development diploma. If a student decided after completion of the program not to pursue a clerical vocation, the basic skills attained were easily transferred to other occupations or goals.

The planned audience was twelve (12) Adult Basic Education students, some with high school diplomas and some with the goal of obtaining a General Educational Development diploma, who

expressed an interest in the clerical field and demonstrated a need for basic skills training.

Throughout the 91-92 year, interested participants have been enrolled in this program. The time frame for project activities follows:

Stage 1 - July, August, September '91 - Procurement of necessary software and supplies. Adaptation of curriculum. Recruitment.

Stage 2 - 9/9/91 - Session 1 - six week training

Stage 3 - 12/9/91 - Session 2 - six week training

Stage 4 - March, April, May '92 - Follow up activities

Stage 5 - June '92 - Final report documenting success and problems of the project

The project director was Carol Molek. Ms. Molek directs adult programs at the TIU Adult Education and Job Training Center. Ms. Molek has over eight years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department.

The instructor for the program was Troy Scott. Mr. Scott has four years experience in the use of microcomputers and training adult users in microcomputer literacy in the workplace. Mr. Scott was responsible for adapting the curriculum, preparing curriculum materials, selecting

computer software, providing instruction and conducting follow-up activities.

The audiences benefiting most from this program are adults who lack the basic skills to gain employment or to even pursue training in the clerical field. This program allowed students to assess and improve the skills and abilities necessary for success in this field. In addition, specific instruction geared to the legal and medical fields was included. Students were exposed to office procedures and forms, computer use for business, a work environment simulation and were provided basic skills instruction in English, math, reading, and writing. Students were encouraged to express their goals and work actively towards attaining those goals.

This report should be useful to ABE administrators seeking program activities to meet the pre-vocational needs of their students.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education
Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

Advance
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Legal/Medical ABE Pre-Vocational Clerical Skills" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Legal/Medical ABE Pre-Vocational Clerical Skills" was based at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult educational programs meeting the needs of adults in Juniata and Mifflin counties. February '92 marked the Adult Center's 8th year of successful operation.

Statement of Problem

Many of our Adult Basic Education (ABE) students enter our program with a clerical vocation as their long term goal. These students may lack the basic skills to obtain entry level employment or to gain entrance into vocational training programs. This project served those students in two ways:

- 1) The curriculum was a testing ground where students could find out if they have the aptitude for this field. After experiencing some of the realities of a legal or medical clerical position in a job simulation class environment, students could determine if the field really interested them.
- 2) The curriculum provided the basic math and English skills training needed for entrance level clerical positions, or to gain entrance into vocational training programs, or to work towards completion of a General Educational Development diploma. If a student, upon completion of the program, decided not to pursue a clerical vocation, the basic skills attained could be easily transferred to other occupations.

Goals and Objectives

To meet the need to provide basic skills to adults who were interested in the legal or medical clerical fields, the following objectives were developed:

- the legal/medical pre-vocational clerical skills training will provide basic skills training in English and math and a testing ground of clerical positions serving the legal or medical fields with a 120 hour job simulation to twelve (12) Adult Basic Education students in the '91-'92 project year.

- to provide follow-up assistance with these students so that they may take the next steps of attaining their goals through further vocational training or more extensive basic skills training.

- of twelve enrolled, three will seek an entry level clerical position when completed with the Legal/Medical Pre-Vocational Clerical class and four will pursue other training.

Procedures

Recruitment for the project was made through our operating 321 and Act 143 Adult Basic Education programs as well as general advertising. Fall and spring sessions were offered. Each session operated for 8 weeks with 20 hours training per week for a total of 160 class hours. This change from the plan of six weeks instruction was a result of the curriculum development. The project director evaluated potential participants' appropriateness for this project. Entrance to the program was based on personal history, goals, interests and skill level. A combination of need, potential for success in the program as a means of reaching their goals and the appropriateness of the course content in view of their interests helped determine placement in the class. The Career Ability Placement Survey/Career Occupational Placement Survey was used to determine interest and aptitude of the students. Each student was given the TABE (Tests of Adult Basic Education) Test to determine their basic skills level. Students with a grade level of 5+ were eligible for the class.

The Northhampton project, "ABE/Pre-Vocational Skills" had the goal of developing and testing a basic skills and job training skills curriculum. The finding in Northhampton was that a majority of students expressing interest in the clerical field did not possess the necessary basic skills to enter clerical training programs (10+ grade level skills). Rather than

establish a two step process of Adult Basic Education instruction followed by clerical instruction, this project took students through one step that improved basic skills simultaneously with the introduction of clerical skills through a job simulation.

The successful job simulation was adapted so that students experienced a clerical job simulation in either the legal or medical environment. A general curriculum content outline from the Northhampton project follows this narrative. Also attached are the legal/medical additions to the original curriculum. Every student covered basic clerical skills including computer literacy and coordinating language, math and office procedures exercises specific to the legal or medical field. For example, vocabulary exercises included medical or legal terminology. Students experienced progressive levels of complexity in job tasks through the classroom exercises.

The detail of the original curriculum is extensive. The sample attached is an example of how fully developed and adaptable this curriculum is. Competency based evaluations are included continuously. The entire curriculum is available for examination through AdvanceE.

An important part of the project was follow-up activities with all students. These activities included an analysis of skills and a plan for further skills development either through additional skills training or vocational

schooling. Referrals were made for participants to enter job search training if they were job ready at the end of training.

Results

Objective #1

-the legal/medical pre-vocational clerical skills training will provide basic skills training in English and math and a testing ground of clerical positions serving the legal or medical fields through a 120 hour job simulation to twelve (12) Adult Basic Education students in the '91-'92 project year.

This objective was successfully met by June 1, 1992.

Twenty students were enrolled in the program against our plan of twelve. Recruitment was accomplished by announcing the program to participants in our other programs and by advertising locally.

The only problem we experienced with program enrollment was the number of applications we received. We had a waiting list of about twenty-five applicants for each session of the program. Since it was necessary to limit the class size to between 10 and 14 students, an application procedure had to be developed so that applicants could be tracked through the application process. Additionally, because of the number of applicants, students who withdrew from a class for personal reasons could not take a later class.

Objective #2

- to provide follow-up assistance with these students so that they may take the next steps of attaining their goals through further vocational training or more extensive basic skills training.

This objective was accomplished by working with students in class as well as contacting students after completion of the class. In class, students worked on setting goals and mapping out the steps each needed to take to reach those goals. Writing a goal statement was required in the last week of class. Each student was contacted approximately a month after completing class and students were contacted as information on jobs or training became available. Referrals were made to job search training programs or to the Single Parent/Displaced Homemaker program or to ABE/GED programs where appropriate.

Objective #3

- of the 12 enrolled, three will seek an entry level clerical position when completed with the Legal/Medical Pre-Vocational Clerical class and four will pursue other training.

Twenty students were enrolled. Of twenty, one student dropped the class before completion for various reasons. Of the 19 students who completed the class, five found employment, 11 are currently looking for work (2 are employed but are looking for better work) and five students are enrolled or are pursuing further training.

We expected more than the five out of twenty students to enter training. We believe the difference between our expectations and reality can be accounted for by the fact that there are very few opportunities or programs for further vocational training in the immediate rural area and by the fact that the area is currently experiencing poor economic conditions. In addition, we observed that students demonstrated more self confidence in their abilities after completing basic skills training and several decided that they would only seek further training if they had no luck in their job search.

Evaluation

Evaluation of the project was an on-going process.

Measurement of success was based on:

- (a) - the participation in the "Legal/Medical ABE Pre-Vocational Clerical Skills" by twenty Adult Basic Education level students some of whom had a high school diploma and some whose goals included obtaining a General Educational Development Diploma

Of twenty enrolled, nineteen completed the program.

- (b) - achievement of competency in each training level as measured by the evaluation instruments which are part of the curriculum package adopted.

Twenty ABE level students were enrolled in the program. Of those, nineteen completed the "Legal/Medical ABE Pre-Vocational Clerical Skills" program and achieved overall competency in the training levels. By meeting and in some cases exceeding our objectives with such positive results, we feel that this project was very successful.

Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic & Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvanceE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions concerning the project should be directed to:

Carol Molek, Adult Education Director
Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Conclusions/Recommendations

Our "Legal/Medical ABE Pre-Vocational Clerical Skills" program provided needed basic skills training in English, math, computer literacy, keyboarding, and clerical office procedures to ABE level adults whose long term goals included employment in the legal or medical clerical fields. The program instruction, while intense in the amount of material covered, was extremely beneficial to those students participating. An increased level of confidence in skills and abilities was observed in students participating in the program.

The high interest in this class was demonstrated by the long waiting list for each session. Applicants were interviewed and the program and basic skill instruction was described. The overwhelming response from applicants was an admission that they needed to review basic skills and that although they were nervous about it, they believed their skill level presented a real barrier for them.

Recommendations for the future include continuing programs where job skills instruction is integrated with basic skills instruction. Many of our students respond favorably when given the opportunity to directly relate basic skills training to future vocational goals. Since one of our Center goals is to encourage self sufficiency in our students, this type of training is particularly appropriate.

Software Listing

Software Listing

Apple Presents the Apple IIE, Apple
Apple Presents the Inside Story, Apple
DOS 3.3, Microsoft
Appleworks, Claris
Appleworks Training Disk
Word Perfect 5.0
Easy Writer, EasyWorking
Math Blaster Plus, Davidson
Conquering Decimals, MECC
Conquering Fractions MECC
Conquering Ratio & Proportion, MECC
Grammar Grémlins, Davidson
Typing Tutor IV, Kryia Systems
Prepositions, QUEU
Pronouns, QUEU
Sentences, Micro Power & Light
Using Commas, QUEU
Word Attack Plus, Davidson
Lotus 1-2-3 Tutorial, Lotus
Perfect Forms, EasyWorking
Speed Reader II, Davidson
Letterwriter for Job Seekers, Wintergreen Software
Resume Writing Career Development Software
Print Shop, Broderbund

Resources

Resources

Major resources for the legal/medical component of this project were:

The Human Body in Health and Disease

Ruth Memmler, Dena Wood

J.B. Lippincott Company, Philadelphia 1987

The Language of Medicine

Davi Ellen Chabner

W.B. Saunders Company, Philadelphia 1985

Medical Office Procedures

Miriam Bredow

McGraw-Hill Book Company, NY 1981

Medical Office Practice

Philip Atkinson

South Western Publishing Co., Cincinnati 1990

Legal Office Typing

Garland Pupree

South Western Publishing Co., Cincinnati 1984

Legal Studies To Wit: Basic Terminology and Transcription

Wanda Roderick

South Western Publishing Co., Cincinnati 1979

Legal Typewriting

Norma Curchach

McGraw Hill, NY 1981

Learning to Use Wordperfect

Thomas Cashman

Boyd & Fraser Publishing Comp., Boston, 1990

Computer Literacy

Caleb Crowell

Educational Design, Inc., NY 1985

Legal Outlines

Legal Outline

General Objectives:

1. To understand the meaning of legal terminology in specific areas
2. To understand how to set the formats for specific legal documents and how to type the documents
3. To develop a clear understanding of the importance of spelling legal terms correctly
4. To understand the importance of accuracy on public documents
5. To understand the speed requirements of a legal secretary
6. To understand the importance of meeting deadlines (\$ is involved)

WEEK 1.

- M - Explain the program & introduce the material - Legal Studies, To Wit: Basic terminology and transcription: Courts and Legal Systems (Chapter 1)
- T - Study time for Chapter 1
- W - Study time for Chapter 1
- R - Quiz on chapter 1 (1-25)

WEEK 2

- M - Review the quiz & introduce new material - Legal Studies, To Wit: Basic Terminology and Transcription: General Legal Terminology (Chapter 2)
- T - Study time for chapter 2
- W - Study time for chapter 2
- R - Quiz on chapter 2 (1-25) & Review the quiz & introduce new material - Legal Studies, To Wit: Basic terminology and transcription: General Legal Terms (Chapter 3)

WEEK 3

- M - Quiz on chapter 3 (1-25) Review the quiz (chapter 2) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: General Legal Terms (chapter 4)
- T - Review the quiz on chapter 3 & study time for chapter 4
- W - Study time for chapter 4
- R - Quiz on chapter 4 (1-25)

WEEK 4

- M - Review the quiz & introduce Legal Office Typing: Unit One- Legal Correspondence (Background information)
- T - Introduce Legal Office Typing: Land Description (Lesson 5) introduce new material - Legal Studies, To Wit: basic terminology and transcription: Real Property (Chapter 17)
- W - Review of background information & introduce Legal Office Typing: Warranty Deeds (Lesson 6)
- R - Quiz on chapter 17A (1-12) & Review for the Mid-term.

WEEK 5

- M - Mid-term on legal material (1-50 @ 2 points each) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: Real Property (Chapter 18)
- T - Introduce Legal Office Typing: Quitclaim Deeds (Lesson 7)
- W - Introduce Legal Office Typing: Mortgages (Lesson 8)
- R - Quiz on chapter 18 (1-25) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: Contracts (Chapter 19)

WEEK 6

- M - Introduce Legal Office Typing: Warranty Deeds (Lesson 9)
- T - Quiz on chapter 19 (1-25) & introduce Legal Office Typing: Bonds and Promissory Notes (Lesson 9)
- W - Introduce new material - Legal Studies, To Wit: basic terminology and transcription: Contracts and leases (chapter 20) & introduce Legal Office Typing: Lease Agreement (Lesson 10)
- R - Introduce Legal Office Typing: Contracts (Lesson 13)

WEEK 7

- M - Quiz on chapter 20 (1-25) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: Domestic Relations (Chapter 21)
- T - Introduce Legal Office Typing: Summons (Lesson 14)
- W - Introduce Legal Office Typing: Complaint with Verification (Lesson 15)
- R - Quiz on chapter 21 (1-25) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: Domestic Relations (chapter 22) & introduce new material - Legal Studies, To Wit: basic terminology and transcription: Litigation Pretrial (Chapter 5)

WEEK 8

- M - Review Chapter 5
- T - Review all legal material
- W - Legal final (1-50 @ 2 points each)
- R - Evaluation of the LEGAL PROGRAM

Medical Outline/Worksheets, Quizzes

Medical Outline

General Objectives:

1. To analyze word structurally
2. To understand the ROOTS, PREFIXES, and SUFFIXES how they relate to the fields of physiology, anatomy and human disease
3. To develop a clear understanding of the importance of spelling medical terms correctly
4. To understand medical terminology in reference to the digestive system
5. To know the major bones in the skeleton structure
6. To understand what disease producing organism are, and what can be done for treatment and prevention of these pathogens
7. To understand the different tissues, glands, and membranes and how they are affected by both benign and malignant tumors
8. To understand proper skin care and skin diseases
9. To understand the components of blood, types of blood, and the different anemias that can affect the human body

WEEK 1

- M - Explain the program & introduce the material - The Language of Medicine : Basic Word Structure (Chapter 1)
- T - Study time for chapter 1
- W - Quiz on Basic Word Structure (1-25)
- R - Review quiz & introduce new material - The Language of Medicine : Terms Pertaining to the Body as a Whole (Chapter 2)

WEEK 2

- M - Study time for the 1st half of chapter 2
- T - Study time for the 2nd half of chapter 2
- W - Quiz on chapter 2 (1-33)
- R - Review quiz & introduce new material - The Language of Medicine : Suffixes (Chapter 3)

WEEK 3

- M - Study time for chapter 3
- T - Quiz on chapter 3 (1-25)
- W - Review quiz & introduce new material - The Language of Medicine : Prefixes (Chapter 4)
- R - Study time for chapter 4

WEEK 4

- M - Quiz on chapter 4 (1-25)
- T - Review quiz & introduce new material - The Language of Medicine : Digestive System (Chapter 5)
- W - Study time for chapter 5
- R - Review time for (1-5)

WEEK 5

- M - Medical Midterm (1-50 @ 2 point each)
- T - Review test & introduce new material - The Human Body in Health and Disease : Tissues, Glands, and Membranes (Chapter 4)
- W - Study time for chapter 4
- R - Quiz on chapter 4 (1-25)

WEEK 6

- M - Review test & introduce new material - The Human Body in Health and Disease : Disease and Disease-Producing Organisms (Chapter 5)
- T - Study time for chapter 5
- W - Quiz on chapter 5 (1-25)
- R - Review test & introduce new material - The Human Body in Health and Disease : The Skin in Health and Disease (Chapter 6)

WEEK 7

- M - Quiz on chapter 6 (1-25)
- T - Review test & introduce new material - The Human Body in Health and Disease : The Skeleton-Bones and Joints (Chapter 7)
- W - Study the components of bones and the major bones
- R - Quiz on chapter 7 & introduce new material - The Human Body in Health and Disease : The Blood (Chapter 12)

WEEK 8

- M - Study time for chapter 12
- T - Study time on all the material covered to get ready for the final on Wed.
- W - Medical Final (1-50 @ 2 points each)
- R - Evaluation of the MEDICAL PROGRAM

CHAPTER 1 - BASIC WORD STRUCTURE
THE LANGUAGE OF MEDICINE

NAME: _____ DATE: _____

Multiple Choice (1-25)

- | | |
|-------------------|------------------|
| 1. ADEN | 7. ELECTR |
| a. stomach | a. electricity |
| b. knee | b. white |
| c. tumor | c. bone |
| d. gland | d. nose |
| 2. ARTHR | 8. GASTR |
| a. cancerous | a. knowledge |
| b. joint | b. cell |
| c. to cut | c. stomach |
| d. bladder | d. skin |
| 3. CARCIN | 9. ERTHR |
| a. knowledge | a. white |
| b. head | b. red |
| c. brain | c. cell |
| d. cancerous | d. nose |
| 4. CARDI | 10. GNOS |
| a. head | a. knowledge |
| b. joint | b. clot |
| c. heart | c. flesh |
| d. cell | d. cell |
| 5. CEPHAL | 11. GYNEC |
| a. eye | a. liver |
| b. head | b. nerve |
| c. liver | c. disease |
| d. skin | d. woman, female |
| 6. CEREBER | 12. HEPAT |
| a. joint | a. eye |
| b. brain, cerbrum | b. liver |
| c. life | c. bone |
| d. to cut | d. mind |

13. LEUK

- a. white
- b. bone
- c. kidney
- d. nose

14. OPHTHALM

- a. child
- b. live
- c. eye
- d. mind

15. ONC

- a. kidney
- b. tumor
- c. blood
- d. gland

16. REN

- a. kidney
- b. blood
- c. bone
- d. mind

17. ENTER

- a. skin
- b. intestines
- c. urinary tract
- d. clot

18. UR

- a. urinary tract
- b. disease
- c. nature
- d. nose

19. DERM

- a. skin
- b. stomach
- c. eye
- d. liver

20. IATR

- a. child
- b. nerve
- c. treatment
- d. flesh

21. ALGIA

- a. record
- b. pain
- c. inflammation
- d. none of the above

22. IC

- a. pertaining to
- b. process of study
- c. condition
- d. inflammation

23. OMA

- a. process
- b. state of
- c. tumor, mass
- d. cell

24. ENDO

- a. within
- b. out
- c. back
- d. before

25. HYPO

- a. above
- b. below, deficient
- c. across
- d. within

CHAPTER 1 - BASIC WORD STRUCTURE
THE LANGUAGE OF MEDICINE

NAME: _____ DATE: _____

Multiple Choice (1-25)

- | | |
|---------------------------|-------------------------|
| 1. ADEN | 7. ELECTR |
| a. stomach | a. electricity |
| b. knee | b. white |
| c. tumor | c. bone |
| d. gland | d. nose |
| 2. ARTHR | 8. GASTR |
| a. cancerous | a. knowledge |
| b. joint | b. cell |
| c. to cut | c. stomach |
| d. bladder | d. skin |
| 3. CARCIN | 9. ERTHR |
| a. knowledge | a. white |
| b. head | b. red |
| c. brain | c. cell |
| d. cancerous | d. nose |
| 4. CARDI | 10. GNOS |
| a. head | a. knowledge |
| b. joint | b. clot |
| c. heart | c. flesh |
| d. cell | d. cell |
| 5. CEPHAL | 11. GYNEC |
| a. eye | a. liver |
| b. head | b. nerve |
| c. liver | c. disease |
| d. skin | d. woman, female |
| 6. CEREBER | 12. HEPAT |
| a. joint | a. eye |
| b. brain, cerebrum | b. liver |
| c. life | c. bone |
| d. to cut | d. mind |

13. LEUK

- a. white
- b. bone
- c. kidney
- d. nose

14. OPHTHALM

- a. child
- b. live
- c. eye
- d. mind

15. ONC

- a. kidney
- b. tumor
- c. blood
- d. gland

16. REN

- a. kidney
- b. blood
- c. bone
- d. mind

17. ENTER

- a. skin
- b. intestines
- c. urinary tract
- d. clot

18. UR

- a. urinary tract
- b. disease
- c. nature
- d. nose

19. DERM

- a. skin
- b. stomach
- c. eye
- d. liver

20. IATR

- a. child
- b. nerve
- c. treatment
- d. flesh

21. ALGIA

- a. record
- b. pain
- c. inflammation
- d. none of the above

22. IC

- a. pertaining to
- b. process of study
- c. condition
- d. inflammation

23. OMA

- a. process
- b. state of
- c. tumor, mass
- d. cell

24. ENDO

- a. within
- b. out
- c. back
- d. before

25. HYPO

- a. above
- b. below, deficient
- c. across
- d. within

CHAPTER 1: BASIC WORD STRUCTURE
THE LANGUAGE OF MEDICINE

Name: _____

I. Give the meaning of the root:

1. aden
2. arthr
3. carun
4. cardi
5. dephal
6. cerbr
7. electr
8. gastr
9. erthr
10. gnos
11. gynec
12. hepat
13. leuk
14. ophthalm
15. onc
16. ren
17. enter
18. ur

II. Give the meaning of the suffix:

19. ic
20. cyte
21. logy
22. opsy

III. Give the meaning of the prefix:

23. endo
24. trans
25. hypo

Bonus:

1. Which root is used to name abnormal conditions of the kidney
 - a. nephrr
 - b. ren
2. Give the meaning of the following
 - a. adenoma
 - b. electroencephalogram
 - c. osteoarthritis
 - d. hypogastric

CHAPTER 1: BASIC WORD STRUCTURE
THE LANGUAGE OF MEDICINE

Name: _____

I. Give the meaning of the root:

- | | |
|--------------|-----------------|
| 1. aden | gland |
| 2. arthr | joint |
| 3. carun | cancerous |
| 4. cardi | heart |
| 5. dephal | head |
| 6. cerbr | brain; cerebrum |
| 7. electr | electricity |
| 8. gastr | stomach |
| 9. erthr | red |
| 10. gnos | knowledge |
| 11. gynec | female/woman |
| 12. hepat | liver |
| 13. leuk | white |
| 14. ophthalm | eye |
| 15. onc | tumor |
| 16. ren | kidney |
| 17. enter | intestines |
| 18. ur | urinary tract |

II. Give the meaning of the suffix:

- | | |
|----------|--------------------|
| 19. ic | pertaining to |
| 20. cyte | cell |
| 21. logy | process of study |
| 22. opsy | process of viewing |

III. Give the meaning of the prefix:

- | | |
|-----------|-----------------|
| 23. endo | within |
| 24. trans | across |
| 25. hypo | below deficient |

Bonus:

1. Which root is used to name abnormal conditions of the kidney

- a. **nephr**
- b. ren

2. Give the meaning of the following

- | | |
|-------------------------|---------------------------------|
| a. adenoma | tumor of the gland |
| b. electroencephalogram | record of elc. of the brain |
| c. osteoarthritis | inflam of the bone & joint |
| d. hypogastric | pertaining to deficient stomach |

CHAPTER 2 - TERMS PERTAINING TO THE BODY AS A WHOLE
THE LANGUAGE OF MEDICINE

Name: _____

Date: _____

1. The stomach is part of which system?
 - a. Respiratory
 - b. Endocrine
 - c. Integumentary
 - d. Digestive
 - e. None of the above
2. The bronchial tubes are part of which system?
 - a. Cardiovascular
 - b. Integumentary
 - c. Respiratory
 - d. Excretory
 - e. None of the above
3. The spinal cord is part of which system?
 - a. Nervous
 - b. Reproductive
 - c. Muscular
 - d. Urinary
 - e. None of the above
4. Capillaries are part of what system?
 - a. Cardiovascular
 - b. Muscular
 - c. Skeletal
 - d. Digestive
 - e. None of the above
5. Which is/are part of the Cardiovascular System?
 - a. Veins
 - b. Thymus gland
 - c. Trachea
 - d. a & c
 - e. a & b
 - f. b & c
 - g. None of the above

6. The skin, hair, and nails and associated glands make up what system?

- a. Muscular
- b. Skeletal
- c. Integumentary
- d. Endocrine
- e. None of the above

7. If Stan Jones has a dislocation of the proximal end of the femur (thigh bone), this refers to what system?

- a. Digestive
- b. Skeletal
- c. Reproductive
- d. Cardiovascular
- e. None of the above

8. The kidneys, ureters, and bladder are part of what system?

- a. Excretory
- b. Respiratory
- c. Endocrine
- d. Muscular
- e. None of the above

9. The lungs and trachea are in what cavity?

- a. Skeletal
- b. Respiratory
- c. Thoracic
- d. Pelvic
- e. None of the above

10. The spleen, liver, and small intestines are in what cavity?

- a. Pelvic
- b. Digestive
- c. Thoracic
- d. Abdominal
- e. None of the above

11. Which two smaller cavities make up the Thoracic Cavity?

- a. Peritoneum and Epithelial
- b. Pleural and Mediastinum
- c. Pleural and Peritoneum
- d. Epithelial and Mediastinum
- e. None of the above

12. The brain is in what cavity?

- a. Thoracic
- b. Pelvic
- c. Spinal
- d. Nervous
- e. None of the above

13. The Pelvic cavity contains all of the following except _____.

- a. Bladder
- b. Uterus
- c. Urethra
- d. Kidneys

14. What means pertaining to the skin cells?

- a. Epithelial
- b. Adipose
- c. Viscera
- d. Peritoneum
- e. None of the above

15. The definition of the Larynx is/are the _____.

- a. Throat
- b. Voice box
- c. Windpipe
- d. Nasal passages
- e. None of the above

16. The definition of dorsal is _____.

- a. Pertaining to the side
- b. A muscle in the front of the thigh
- c. Pertaining to the back; posterior
- d. Pertaining to the front; anterior
- e. None of the above

17. The definition of the Pleural cavity is the _____.

- a. Space around the larynx
- b. Space below the chest containing abdominal viscera
- c. Space between the lungs in the chest
- d. Space around each lung
- e. None of the above

18. The definition of diaphragm is the _____.
- a. Muscles around the heart
 - b. Bone in the middle of your chest (Thoracic Cavity)
 - c. Muscles separating the abdominal cavity from the thoracic cavity
 - d. Windpipe
 - e. None of these
19. The space within the spinal column containing the spinal cord is what cavity?
- a. Spinal
 - b. Cranial
 - c. Thoracic
 - d. Peritoneum
 - e. None of the above
20. The windpipe is what?
- a. Pharynx
 - b. Larynx
 - c. A bronchial tube
 - d. Peritoneum
 - e. None of the above

CHAPTER 2 - TERMS PERTAINING TO THE BODY AS A WHOLE
THE LANGUAGE OF MEDICINE

Name: _____

Date: _____

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 - a. Respiratory
 - b. Endocrine
 - c. Integumentary
 - d. **Digestive**
 - e. None of the above
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 - a. Cardiovascular
 - b. Integumentary
 - c. **Respiratory**
 - d. Excretory
 - e. None of the above
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 - c. Muscular
 - d. Urinary
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 - c. Skeletal
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 - a. Veins
 - b. Thymus gland
 - c. Trachea
 - d. a & c
 - e. **a & b**
 - f. b & c
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- d. Cardiovascular
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- c. **Thoracic**
- d. Pelvic
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- d. **Abdominal**
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- c. Pleural and Peritoneum
- d. Epithelial and Mediastinum
- e. None of the above

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- c. Spinal
- d. Nervous
- e. **None of the above**

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- b. Uterus
- c. Urethra
- d. **Kidneys**

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- c. Viscera
- d. Peritoneum
- e. None of the above

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- b. **Voice box**
- c. Windpipe
- d. Nasal passages
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- c. **Pertaining to the back; posterior**
- d. Pertaining to the front; anterior
- e. None of the above

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- c. Space between the lungs in the chest
- d. **Space around each lung**
- e. None of the above

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- a. Muscles around the heart
 - b. Bone in the middle of your chest (Thoracic Cavity)
 - c. **Muscles separating the abdominal cavity from the thoracic cavity**
 - d. Windpipe
 - e. None of these
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- a. **Spinal**
 - b. Cranial
 - c. Thoracic
 - d. Peritoneum
 - e. None of the above
20. The windpipe is what?
- a. Pharynx
 - b. Larynx
 - c. A bronchial tube
 - d. Peritoneum
 - e. **None of the above**

CHAPTER 2 - TERMS PERTAINING TO THE BODY AS A WHOLE
THE LANGUAGE OF MEDICINE

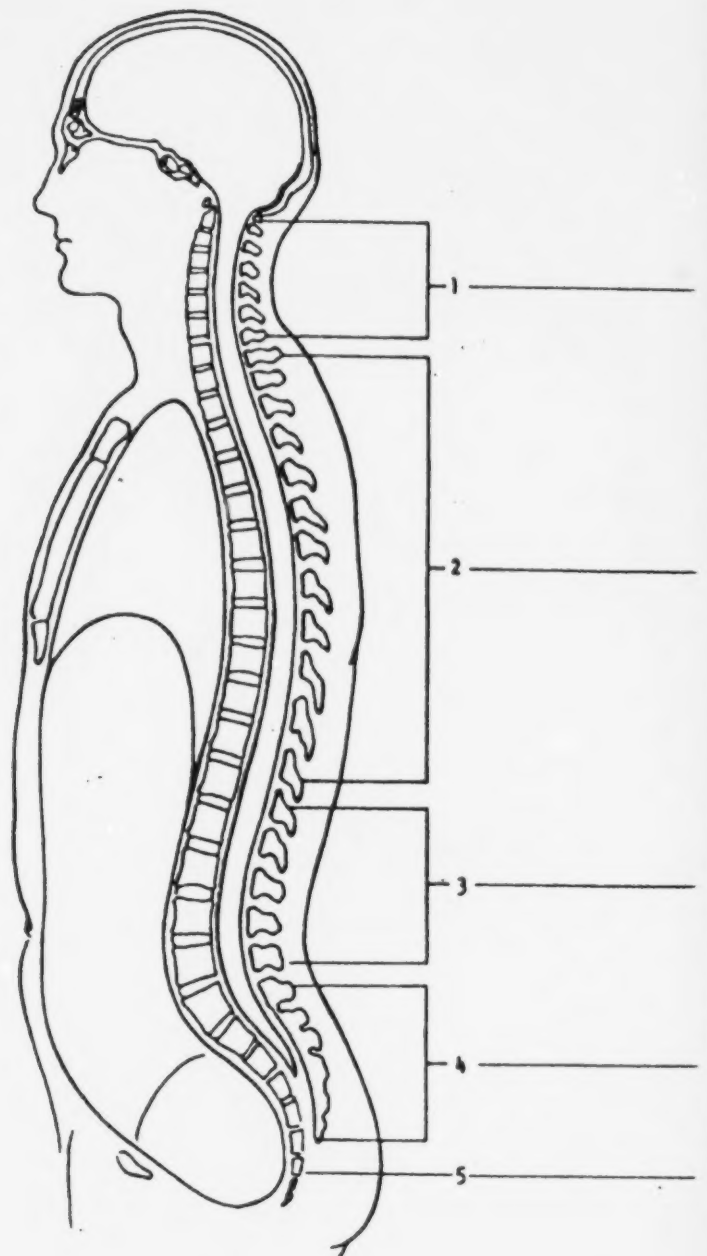
NAME: _____

DATE: _____

- | | |
|------------------------|---|
| _____ 1. vertebrae | a. front of the body |
| _____ 2. vertebra | b. away from the surface |
| _____ 3. spinal column | c. near the surface |
| _____ 4. disk | d. pertaining to the beginning of the structure |
| _____ 5. afferent | e. a back bone |
| _____ 6. deep | f. conducting toward a structure |
| _____ 7. superficial | g. lying on the back |
| _____ 8. distal | h. conducting away from a structure |
| _____ 9. proximal | i. pertaining to the middle |
| _____ 10. anterior | j. away from the head; below another structure |
| _____ 11. lateral | k. back of the body |
| _____ 12. medial | l. pertaining to the side |
| _____ 13. inferior | m. away from the beginning of a structure; away from the center |
| _____ 14. superior | n. toward the head; above structure |
| _____ 15. posterior | o. the bones of the back |
| _____ 16. efferent | p. a piece of the cartilage found between each vertebra |
| _____ 17. supine | q. backbones |

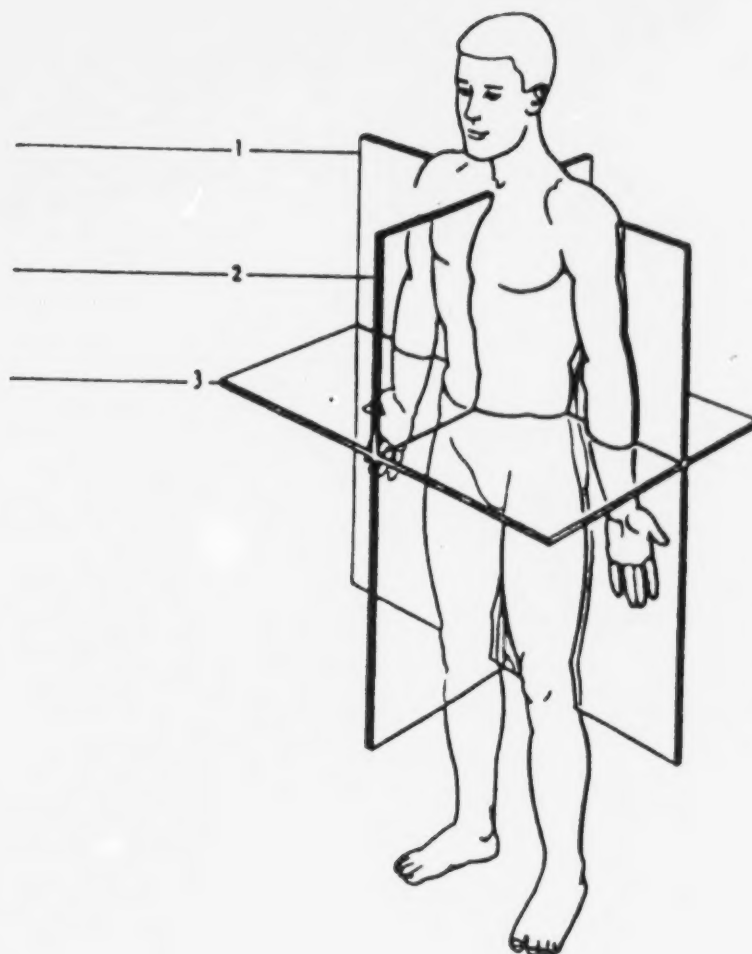
Please label the divisions
of the back. (1 - 5)

1. _____
2. _____
3. _____
4. _____
5. _____



Please label the planes
of the body (1 - 3)

1. _____
2. _____
3. _____



CHAPTER 2 - TERMS PERTAINING TO THE BODY AS A WHOLE
THE LANGUAGE OF MEDICINE

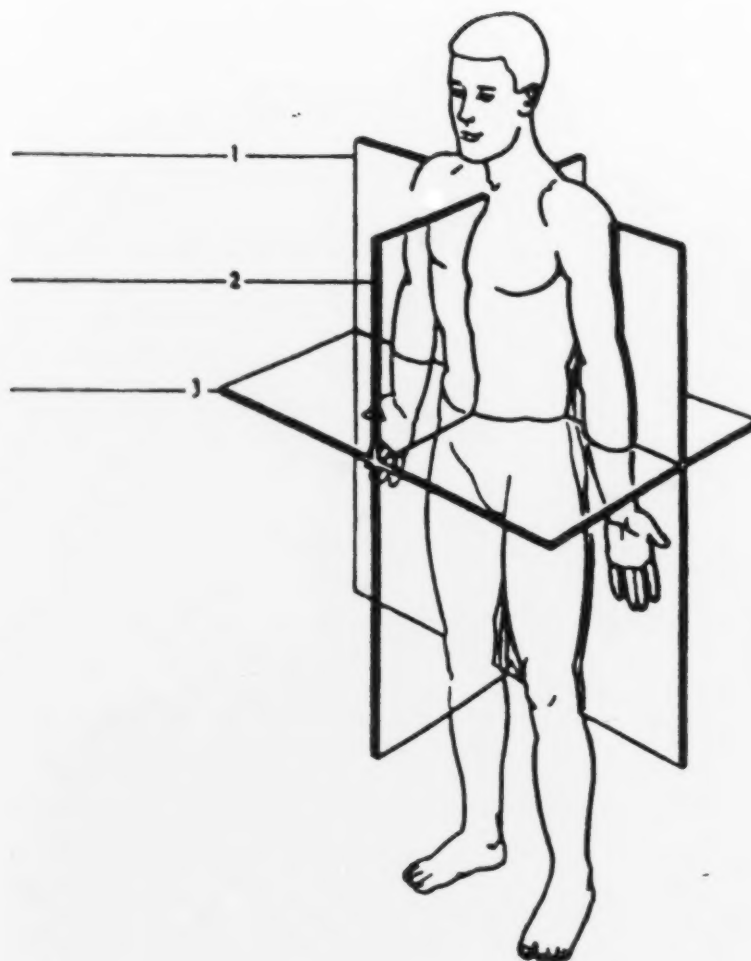
NAME: _____

DATE: _____

- | | | |
|----------|------------------|---|
| <u>Q</u> | 1. vertebrae | a. front of the body |
| <u>E</u> | 2. vertebra | b. away from the surface |
| <u>O</u> | 3. spinal column | c. near the surface |
| <u>P</u> | 4. disk | d. pertaining to the beginning of the structure |
| <u>F</u> | 5. afferent | e. a back bone |
| <u>B</u> | 6. deep | f. conducting toward a structure |
| <u>C</u> | 7. superficial | g. lying on the back |
| <u>M</u> | 8. distal | h. conducting away from a structure |
| <u>D</u> | 9. proximal | i. pertaining to the middle |
| <u>A</u> | 10. anterior | j. away from the head; below another structure |
| <u>L</u> | 11. lateral | k. back of the body |
| <u>I</u> | 12. medial | l. pertaining to the side |
| <u>J</u> | 13. inferior | m. away from the beginning of a structure; away from the center |
| <u>N</u> | 14. superior | n. toward the head; above structure |
| <u>K</u> | 15. posterior | o. the bones of the back |
| <u>H</u> | 16. efferent | p. a piece of the cartilage found between each vertebra |
| <u>G</u> | 17. supine | q. backbones |

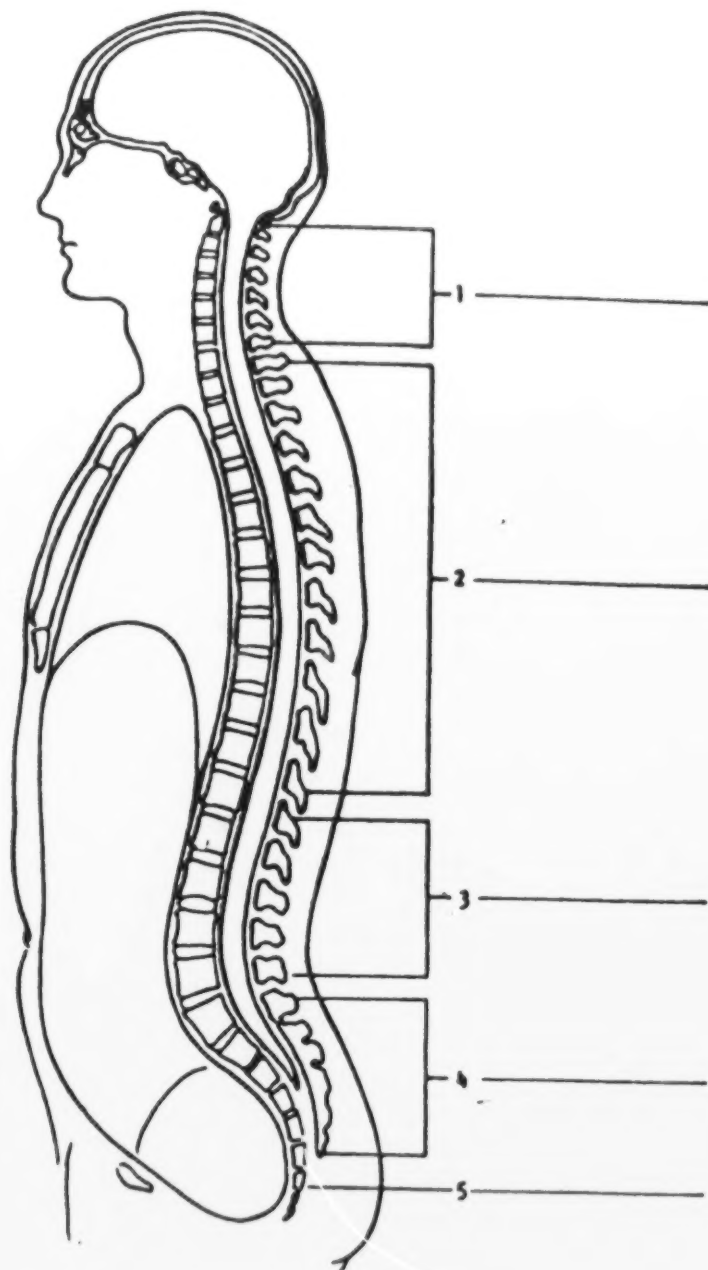
Please label the planes
of the body (1 - 3)

1. frontal plane
2. sagittal plane
3. transverse plane



Please label the divisions
of the back. (1 - 5)

1. cervical
2. thoracic
3. lumbar
4. sacral
5. coccygeal



**CHAPTER 3 - SUFFIXES
THE LANGUAGE OF MEDICINE**

Name _____

Date _____

- | | |
|------------------------|------------------------|
| 1. necr means | 7. thromb means |
| a. trachea | a. cells |
| b. clusters | b. twisted chain |
| c. chain like | c. death |
| d. development | d. clot |
| e. none of the above | e. none of the above |
| | |
| 2. ot means | 8. acu means |
| a. ear | a. sharp |
| b. eye | b. severe |
| c. nose | c. sudden |
| d. tongue | d. all of above |
| e. none of the above | e. none of above |
| | |
| 3. phob means | 9. angi means |
| a. peritoneum | a. artery |
| b. fear | b. finger |
| c. like | c. seed |
| d. swallow | d. vessel |
| e. none of the above | e. none of above |
| | |
| 4. pneum means | 10. chir means |
| a. abdomin | a. hand |
| b. bronchial | b. skin |
| c. lungs | c. finger |
| d. clot | d. toe |
| e. none of the above | e. none of above |
| | |
| 5. ren means | 11. axill means |
| a. nose | a. hair |
| b. rectum | b. granules |
| c. kidney | c. cancer |
| d. spleen | d. lymph |
| e. none of the above | e. none of above |

6. staphyl means
- a. twisted chains
 - b. clusters
 - c. spleen
 - d. shape
 - e. none of the above
12. dactyl means
- a. fingers or toes
 - b. vein
 - c. bone
 - d. stone
 - e. none of above
13. col means
- a. small intestine
 - b. large intestine
 - c. stomach
 - d. pancreas
 - e. none of above
18. maxill means
- a. cheek bone
 - b. lower jaw
 - c. bone marrow
 - d. shape
 - e. none of above
14. cutane means
- a. fatty tissue
 - b. skin
 - c. bladder
 - d. seed
 - e. none of above
19. myel means
- a. bone
 - b. bone marrow
 - c. rectum
 - d. kidney
 - e. none of above
15. gon means
- a. lymph
 - b. clot
 - c. seed
 - d. swallow
 - e. none of above
20. cele means
- a. fatty tissue
 - b. detached
 - c. hernia
 - d. brain
 - e. none of above
16. hepat means
- a. formation
 - b. fear
 - c. liver
 - d. vein
 - e. none of above
21. Coccus are berry-shaped bacteria
- T or F
17. hydr means
- a. under
 - b. above
 - c. to hold back
 - d. water
 - e. none of above
22. Dialysis means complete separation
- T or F

- | | | | |
|----------|---------|----|--------------------------------|
| 23._____ | megaly | a. | fixation |
| 24._____ | malacia | b. | formation |
| 25._____ | osis | c. | pertaining to |
| 26._____ | opsy | d. | enlargement |
| 27._____ | pathy | e. | little, small |
| 28._____ | pexy | f. | softening |
| 29._____ | poiesis | g. | resembling |
| 30._____ | plasty | h. | disease |
| 31._____ | ole | i. | to view |
| 32._____ | old | j. | condition, usually
abnormal |
| 33._____ | ary | K. | surgical repair |

BONUS

1. Angioplast -
2. Hepatitis -

CHAPTER 3 - SUFFIXES
THE LANGUAGE OF MEDICINE

NAME: _____

DATE: _____

I. Match the following combining forms with their meanings.

- | | |
|------------------|-------------------------------------|
| _____ 1. amni | a. infection |
| _____ 2. morph | b. sheild |
| _____ 3. glyc | c. pregnancy |
| _____ 4. seps | d. to break, separate |
| _____ 5. somn | e. birth, labor |
| _____ 6. thyr | f. nourishment, development |
| _____ 7. tox | g. forking, branching |
| _____ 8. blast | h. sac in which the embryo develops |
| _____ 9. cyesis | i. breathing |
| _____ 10. lysis | j. rib |
| _____ 11. partum | k. sugar |
| _____ 12. pnea | l. embryonic, immature |
| _____ 13. trophy | m. poison |
| _____ 14. cost | n. shape, form |
| _____ 15. furc | o. sleep |

II. Match the following prefixes with their meaning.

- | | |
|-------------------|----------------------------|
| _____16. ab | a. against |
| _____17. ante | b. self |
| _____18. auto | c. down, lack of |
| _____19. cata | d. before, forward |
| _____20. contra | e. through, complete |
| _____21. de | f. bad, painful, difficult |
| _____22. dia | g. away from |
| _____23. dys | h. out, outside |
| _____24. ec, ecto | i. down |
| _____25. anti | j. opposite |

CHAPTER 3 - SUFFIXES
THE LANGUAGE OF MEDICINE

NAME: _____

DATE: _____

I. Match the following combining forms with their meanings.

- | | |
|---------------------|-------------------------------------|
| <u>H</u> 1. amni | a. infection |
| <u>N</u> 2. morph | b. sheild |
| <u>K</u> 3. glyc | c. pregnancy |
| <u>A</u> 4. seps | d. to break, separate |
| <u>O</u> 5. somn | e. birth, labor |
| <u>B</u> 6. thyr | f. nourishment, development |
| <u>M</u> 7. tox | g. forking, branching |
| <u>L</u> 8. blast | h. sac in which the embryo develops |
| <u>C</u> 9. cyesis | i. breathing |
| <u>D</u> 10. lysis | j. rib |
| <u>E</u> 11. partum | k. sugar |
| <u>I</u> 12. pnea | l. embryonic, immature |
| <u>F</u> 13. trophy | m. poison |
| <u>J</u> 14. cost | n. shape, form |
| <u>G</u> 15. furc | o. sleep |

II. Match the following prefixes with their meaning.

- | | |
|-----------------------|----------------------------|
| <u>G</u> 16. ab | a. against |
| <u>D</u> 17. ante | b. self |
| <u>B</u> 18. auto | c. down, lack of |
| <u>I</u> 19. cata | d. before, forward |
| <u>J</u> 20. contra | e. through, complete |
| <u>C</u> 21. de | f. bad, painful, difficult |
| <u>E</u> 22. dia | g. away from |
| <u>F</u> 23. dys | h. out, outside |
| <u>H</u> 24. ec, ecto | i. down |
| <u>A</u> 25. anti | j. opposite |

CHAPTER 4 - PREFIXES
THE LANGUAGE OF MEDICINE

NAME: _____ DATE: _____

- | | | |
|--------------|-------|---------------------------|
| 1. cost | _____ | a. surrounding |
| 2. glyc | _____ | b. behind, back |
| 3. seps | _____ | c. deficient, under |
| 4. somn | _____ | d. down, lack of |
| 5. son | _____ | e. away from |
| 6. tox | _____ | f. formation, development |
| 7. ven | _____ | g. pregnancy |
| 8. blast | _____ | h. infection |
| 9. crine | _____ | i. sugar |
| 10. cyesis | _____ | j. sound |
| 11. plasia | _____ | k. before, forward |
| 12. pnea | _____ | l. out, outside |
| 13. rrhea | _____ | m. upon, on, above |
| 14. ab | _____ | n. many |
| 15. ad | _____ | o. across |
| 16. ante | _____ | p. good, well |
| 17. anti | _____ | q. through, complete |
| 18. de | _____ | r. flow, discharge |
| 19. dia | _____ | s. toward |
| 20. dys | _____ | t. breathing |
| 21. ec, ecto | _____ | u. sleep |
| 22. epi | _____ | v. rib |
| 23. eu | _____ | w. sound |
| 24. hyper | _____ | x. against |
| 25. hypo | _____ | y. vein |

- | | | |
|-----------|-------|------------------------------|
| 26. peri | _____ | z. to separate, secrete |
| 27. polio | _____ | aa. poison |
| 28. poly | _____ | bb. embryonic, immature |
| 29. retro | _____ | cc. bad, painful, difficult |
| 30. trans | _____ | dd. excessive, above, beyond |

31. Define streptococci _____

32. Define staphylococci _____

33. Define anemia _____

Bonus:

Tissue that becomes ischemic loses its normal flow of blood and thus becomes devoid of oxygen.

True or False

Acromegaly is an example of an endocrine disorder.

True or False

CHAPTER 4 - PREFIXES
THE LANGUAGE OF MEDICINE

NAME: _____ DATE: _____

- | | | |
|--------------|-----------|---------------------------|
| 1. cost | <u>V</u> | a. surrounding |
| 2. glyc | <u>I</u> | b. behind, back |
| 3. seps | <u>H</u> | c. deficient, under |
| 4. somn | <u>AA</u> | d. down, lack of |
| 5. son | <u>Y</u> | e. away from |
| 6. tox | <u>BB</u> | f. formation, development |
| 7. ven | <u>Z</u> | g. pregnancy |
| 8. blast | <u>G</u> | h. infection |
| 9. crine | <u>F</u> | i. sugar |
| 10. cyesis | <u>T</u> | j. sound |
| 11. plasia | <u>R</u> | k. before, forward |
| 12. pnea | <u>E</u> | l. out, outside |
| 13. rrhea | <u>S</u> | m. upon, on, above |
| 14. ab | <u>E</u> | n. many |
| 15. ad | <u>S</u> | o. across |
| 16. ante | <u>K</u> | p. good, well |
| 17. anti | <u>X</u> | q. through, complete |
| 18. de | <u>D</u> | r. flow, discharge |
| 19. dia | <u>Q</u> | s. toward |
| 20. dys | <u>CC</u> | t. breathing |
| 21. ec, ecto | <u>L</u> | u. sleep |
| 22. epi | <u>M</u> | v. rib |
| 23. eu | <u>P</u> | w. sound |
| 24. hyper | <u>DD</u> | x. against |
| 25. hypo | <u>C</u> | y. vein |

- | | | |
|-----------|----------|------------------------------|
| 26. peri | <u>A</u> | z. to separate, secrete |
| 27. polio | <u>J</u> | aa. poison |
| 28. poly | <u>N</u> | bb. embryonic, immature |
| 29. retro | <u>B</u> | cc. bad, painful, difficult |
| 30. trans | <u>O</u> | dd. excessive, above, beyond |

31. Define streptococci: berry shaped that grow in twisted chains

32. Define staphylococci: cluster or berry shaped bacteria

33. Define anemia: being without blood

Bonus:

Tissue that becomes ischemic loses its normal flow of blood and thus becomes devoid of oxygen.

True or False

Acromegaly is an example of an endocrine disorder.

True or False

CHAPTER 4 - Tissues, Glands, and Membranes
The Human Body In Health and Disease

NAME: _____

DATE: _____

1. The 4 main groups of tissue are:
 - a.
 - b.
 - c.
 - d.
2. Epithelials main purpose is protection. T or F
3. Glands are composed of epithelial cells. The glands fall into two categories.
 - 1.
 - 2.
4. Connective tissue is classified according to its degree of hardness. What are the types of connective tissue:
 - a.
 - b.
 - c.
5. What type of tissue stores up fat for the body as reserve food?
6. What is the definition of fascia?
7. The basic structure of unit of nerve tissue is the neuron.
8. Which fiber carries the nerve impulses to the nerve cell?
9. Which fiber carries the nerve impulses from the cell?
10. The 3 classifications of muscles are
 - 1.
 - 2.
 - 3.

11. Epithelial membranes are divided into 2 groups
 - 1.
 - 2.
12. An abnormal growth of cells is called a tumor.
13. If the abnormal growth doesn't spread or is not cancerous it is called benign.
14. If the tumor spreads to other parts of the body it is considered malignant.
15. Name some new techniques for showing size and location of tumors.
 - 1.
 - 2.
 - 3.
 - 4.

CHAPTER 4 - Tissues, Glands, and Membranes
The Human Body In Health and Disease

NAME: _____ DATE: _____

1. The 4 main groups of tissue are:
 - a. **epithelial**
 - b. **connective**
 - c. **nerve**
 - d. **muscle**
2. Epithelials main purpose is protection. T or F
3. Glands are composed of epithelial cells. The glands fall into two categories.
 1. **Endocrine**
 2. **Exocrine**
4. Connective tissue is classified according to its degree of hardness. What are the types of connective tissue:
 - a. **soft C.T.**
 - b. **hard C.T.**
 - c. **liquid C.T.**
5. What type of tissue stores up fat for the body as reserve food?
adipose
6. What is the definition of fascia?
band
7. The basic structure of unit of nerve tissue is the **neuron**.
8. Which fiber carries the nerve impulses to the nerve cell?
dendrite
9. Which fiber carries the nerve impulses from the cell?
axon
10. The 3 classifications of muscles are
 1. **skeletal**
 2. **gardiac**
 3. **smooth**
11. Epithelial membranes are divided into 2 groups

1. mucous
 2. serous
12. An abnormal growth of cells is called a tumor.
 13. If the abnormal growth doesn't spread or is not cancerous it is called benign.
 14. If the tumor spreads to other parts of the body it is considered malignant.
 15. Name some new techniques for showing size and location of tumors.
 1. biopsy
 2. ultrasound
 3. computed tomography (CT)
 4. magnetic resonance imaging (MRI)

CHAPTER 5 - DIGESTIVE SYSTEM
THE LANGUAGE OF MEDICINE

Name: _____

Date: _____

Matching

- | | | |
|-----------|-------------|---|
| 1. _____ | antrum | a. lower jaw |
| 2. _____ | anus | b. throat |
| 3. _____ | colon | c. spleen |
| 4. _____ | esophagus | d. lower part of stomach |
| 5. _____ | feces | e. end of the colon |
| 6. _____ | gallbladder | f. lip |
| 7. _____ | glycogen | g. salivary gland |
| 8. _____ | pancreas | h. stomach |
| 9. _____ | pharynx | i. gallbladder |
| 10. _____ | rectum | j. starch |
| 11. _____ | stomat | k. lower opening of the digestive tract |
| 12. _____ | bucc | l. solid wastes: stools |
| 13. _____ | labi | m. tube connecting the mouth to the stomach |
| 14. _____ | lingu | n. cheek |
| 15. _____ | sialaden | o. small sac under the liver: stores bile |
| 16. _____ | submaxill | p. tongue |
| 17. _____ | gastr | q. mouth |
| 18. _____ | cholecyst | r. animal starch |
| 19. _____ | splen | s. large intestine: ascending transverse and descending parts |
| 20. _____ | amyl | t. organ under the stomach: produces insulin and enzymes |

CHAPTER 5 - DIGESTIVE SYSTEM
THE LANGUAGE OF MEDICINE

Name: _____

Date: _____

Matching

- | | |
|-------------------------|--|
| 1. <u>D</u> antrum | a. lower jaw |
| 2. <u>K</u> anus | b. throat |
| 3. <u>S</u> colon | c. spleen |
| 4. <u>M</u> esophagus | d. lower part of stomach |
| 5. <u>L</u> feces | e. end of the colon |
| 6. <u>O</u> gallbladder | f. lip |
| 7. <u>R</u> glycogen | g. salivary gland |
| 8. <u>T</u> pancreas | h. stomach |
| 9. <u>B</u> pharynx | i. gallbladder |
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digestive tract |
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mouth to the stomach |
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| 20. <u>J</u> amyl | t. organ under the stomach:
produces insulin and
enzymes |

CHAPTER 5 - DIGESTIVE SYSTEM
THE LANGUAGE OF MEDICINE

NAME _____

DATE _____

True or False. Please circle the correct answer.

1. The reaction between an antigen and antibody is called an immune reaction.

T or F

2. The effect of a stroke on the limbs of the body is contralateral.

T or F

3. Dialysis means complete separation.

T or F

4. Prodrom means a severe illness.

T or F

5. A syndrome refers to the living together in close association of two organisms.

T or F

6. Symbiosis is a group of signs or symptoms.

T or F

7. The primary functions of the organs of the digestive system are: digested, absorbed, eliminated.

T or F

8. The pharynx is a muscular tube lined with a mucous membrane.

T or F

9. The esophagus is a 2 to 3 inch muscular tube extending from the pharynx to the stomach.

T or F

10. Food passes from the esophagus to the stomach.

T or F

11. The openings into and from the stomach are controlled by rings of muscles called rugae.

T or F

12. The gallbladder manufactures a thick, yellowish brown, sometimes greenish fluid called bile.

T or F

13. Emulsification is the breaking apart of large fat globules.

T or F

14. The pancreas is both an exocrine and endocrine organ.
T or F
15. The liver secretes insulin.
T or F

BONUS

Name the three sections of the small intestine.

CHAPTER 5 - DIGESTIVE SYSTEM
THE LANGUAGE OF MEDICINE

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DATE _____

True or False. Please circle the correct answer.

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T or F

14. The pancreas is both an exocrine and endocrine organ.

T or F

15. The liver secretes insulin.

T or F

BONUS

Name the three sections of the small intestine.

ascending colon transcolon

descending colon

CHAPTER 6 - THE SKIN IN HEALTH AND DISEASE
THE HUMAN BODY IN HEALTH AND DISEASE

Name: _____

Date: _____

Matching

- | | |
|---------------------------|---|
| 1. _____ macule | a. circumscribed collection of pus |
| 2. _____ papule | b. a groove or crack like sore |
| 3. _____ wheal | c. scar left by a healed wound |
| 4. _____ vesicle | d. discolored flat lesion |
| 5. _____ pustule | e. solid elevation of the skin |
| 6. _____ polyp | f. a closed sac or pouch containing fluid or semisolid material |
| 7. _____ ulcer | g. lesion caused by heat contact |
| 8. _____ cyst | h. bedsore |
| 9. _____ fissure | i. death of tissue associated with loss of blood supply |
| 10. _____ cicatrix | j. inflammatory papular and pustular eruption of the skin |
| 11. _____ acne | k. a mushroom-like growth extending on a stalk from the surface of a mucous membrane |
| 12. _____ burns | l. smooth, slightly elevated, edematous area that is redder or paler than the surrounding skin |
| 13. _____ decubitus ulcer | m. bacterial inflammatory skin disease characterized by vesicles, pustules and crusted-over lesions |
| 14. _____ gangrene | n. an open sore or erosion of the skin or mucous membrane |
| 15. _____ impetigo | o. circumscribed collection of clear fluid |

CHAPTER 6 - THE SKIN IN HEALTH AND DISEASE
THE HUMAN BODY IN HEALTH AND DISEASE

Name: _____

Date: _____

Matching

- | | |
|----------------------------------|--|
| 1. <u> D </u> macule | a. circumscribed collection of pus |
| 2. <u> E </u> papule | b. a groove or crack like sore |
| 3. <u> L </u> wheal | c. scar left by a healed wound |
| 4. <u> O </u> vesicle | d. discolored flat lesion |
| 5. <u> A </u> pustule | e. solid elevation of the skin |
| 6. <u> K </u> polyp | f. a closed sac or pouch containing fluid or semisolid material |
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CHAPTER 6 - THE SKIN IN HEALTH AND DISEASE
THE HUMAN BODY IN HEALTH AND DISEASE

Name: _____

Date: _____

Matching

- | | |
|------------------------------|--|
| 1. _____ epidermis | a. fungus, a type of plant |
| 2. _____ corium or dermis | b. fat |
| 3. _____ subcutaneous tissue | c. lack of |
| 4. _____ derm | d. scale |
| 5. _____ ichthy | e. black |
| 6. _____ pachy | f. yellow |
| 7. _____ xanth | g. tissue |
| 8. _____ melan | h. flushed, redness |
| 9. _____ erythem | i. dry, scaly |
| 10. _____ myc | j. skin |
| 11. _____ diaphor | k. burn |
| 12. _____ squam | l. a thin, cellular membrane layer |
| 13. _____ histl | m. thick, heavy |
| 14. _____ lip | n. dense, fibrous, connective tissue layer |
| 15. _____ caus | o. profuse sweating |
| 16. _____ de | p. thick, fat-containing tissue |

CHAPTER 6 - THE SKIN IN HEALTH AND DISEASE
THE HUMAN BODY IN HEALTH AND DISEASE

Name: _____

Date: _____

Matching

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CHAPTER 7 - THE SKELETON - BONES AND JOINTS
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____ DATE: _____

I. Multiple Choice

1. Bone tissue is the definition of
 - a. collagen tissue
 - b. osseous tissue
 - c. intercellular material
 - d. diaphysis tissue
2. The long shaft of the long bone is called
 - a. diaphysis
 - b. epiphysis
 - c. medullary
 - d. periosteum
3. Which type of bone tissue is hard and dense
 - a. spongy bone
 - b. osteoblast bone
 - c. compact bone
 - d. endosteum
4. Which of the following is a protein found in the bones
 - a. collagen
 - b. osteoclast
 - c. osteocytes
 - d. osseous
5. Which of the following is not a main function of the bones
 - a. to serve as the framework for the entire body
 - b. to protect such delicate structures as the brain
 - c. to serve as levers
 - d. extend appendages
6. The thin membrane covering the bone is
 - a. epiphysis
 - b. mandible
 - c. periosteum
 - d. endosteum

7. The two main groups of the bones are

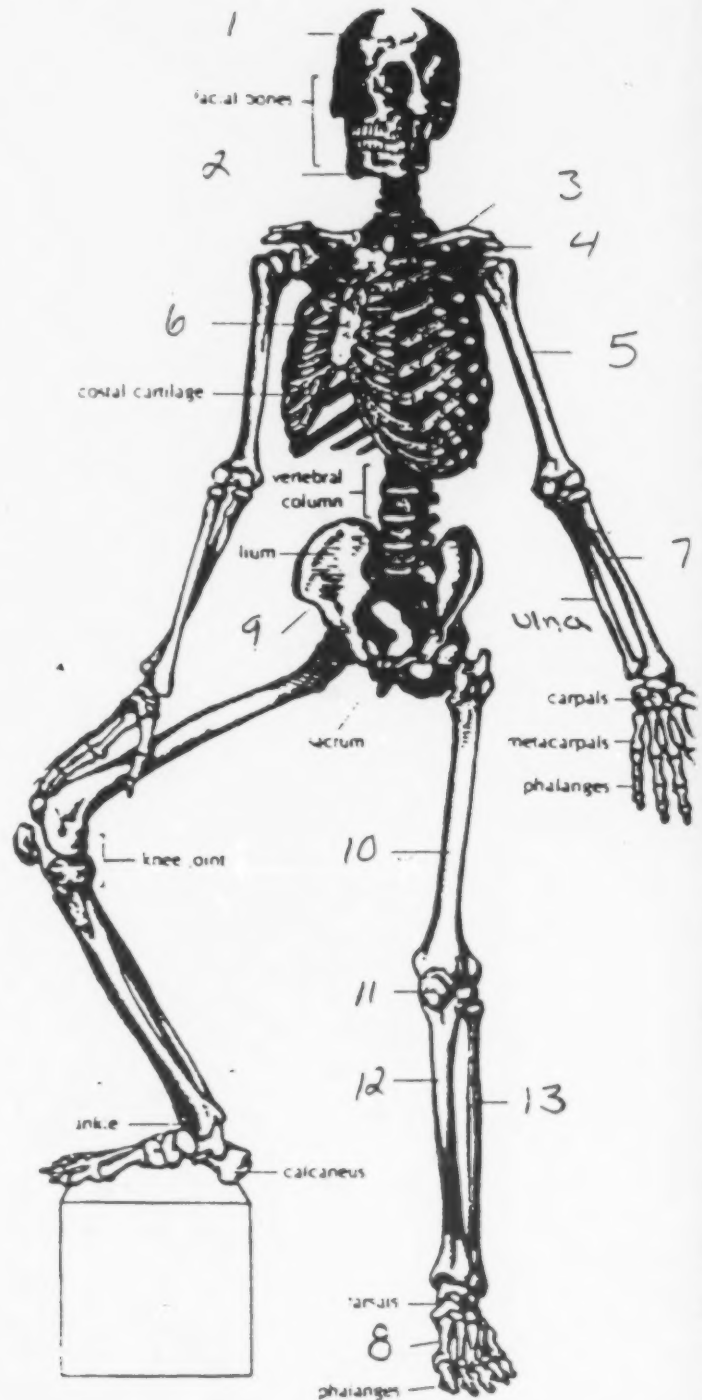
- axial & compact bone
- compact bone & appendicular
- axial & appendicular
- epiphysis & diaphysis

From the following list of words label the missing names on the skeleton.

cranium
mandible
clavicle
scapula
humerous
fibula
metatarsals

radius
femur
patella
sternum
tibia
pelvis

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



CHAPTER 7 - THE SKELETON - BONES AND JOINTS
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____ DATE: _____

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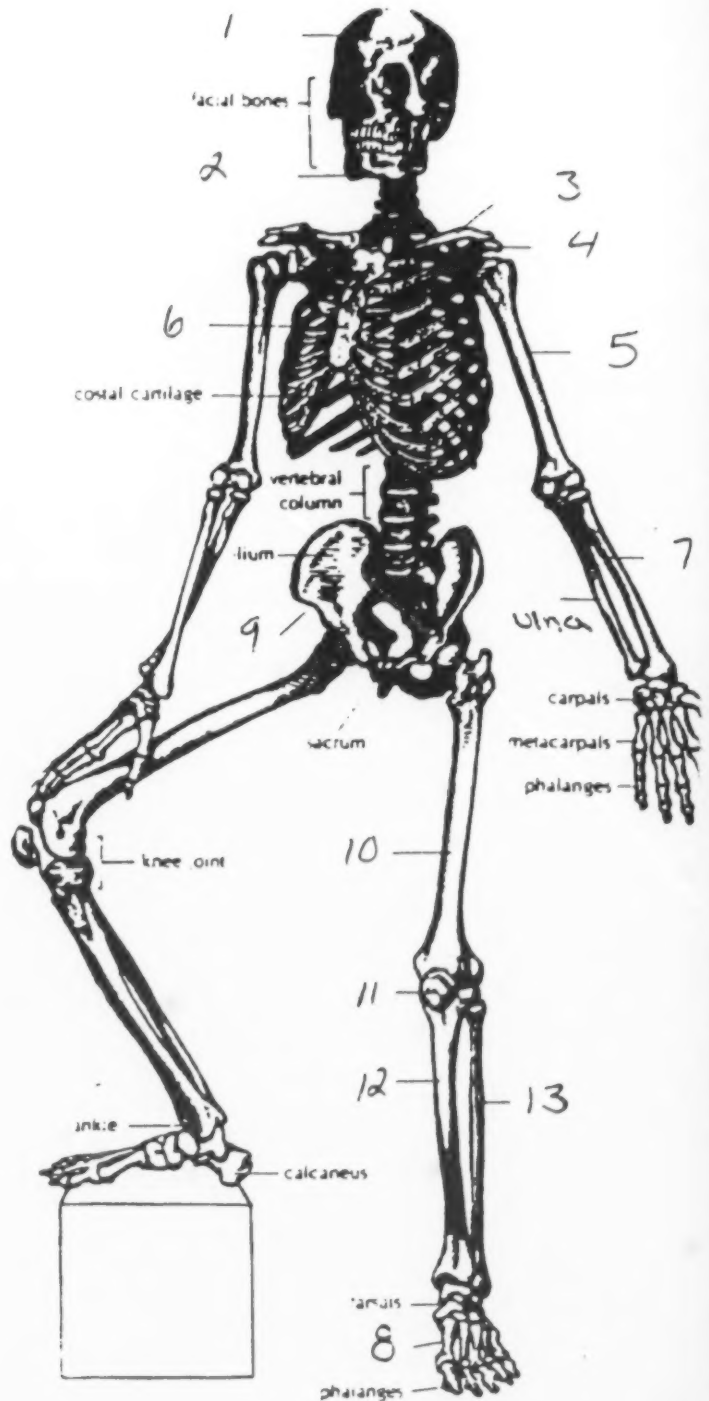
- a. axial & compact bone
- b. compact bone & appendicular
- c. **axial & appendicular**
- d. epiphysis & diaphysis

From the following list of words label the missing names on the skeleton.

cranium
mandible
clavicle
scapula
humerous
fibula
metatarsals

radius
femur
patella
sternum
tibia
pelvis

1. cranium
2. mandible
3. clavicle
4. scapula
5. humerous
6. sternum
7. radius
8. metatarsals
9. pelvis
10. femur
11. patella
12. tibia
13. fibula



CHAPTER 7 - BONES
HUMAN BODY IN HEALTH AND BODY

NAME: _____ DATE: _____

I. Match 1-14

- _____ 1. Compound fracture
- _____ 2. Simple fracture
- _____ 3. Greenstick fracture
- _____ 4. Impacted fracture
- _____ 5. Comminuted fracture
- _____ 6. Spiral fracture
- _____ 7. Synarthrosis
- _____ 8. Amphiarthrosis
- _____ 9. Diarthrosis
- _____ 10. Osteoarthritis
- _____ 11. Rheumatoid Arthritis
- _____ 12. Infectious Arthritis
- _____ 13. Gout
- _____ 14. Joint

II. List the 6 types of joints (15-20)

- 15. _____
- 16. _____
- 17. _____

- 18. _____
- 19. _____
- 20. _____

CHAPTER 7 - BONES
HUMAN BODY IN HEALTH AND BODY

NAME: _____ DATE: _____

I. Match 1-14

- C 1. Compound fracture
- D 2. Simple fracture
- E 3. Greenstick fracture
- F 4. Impacted fracture
- A 5. Comminuted fracture
- G 6. Spiral fracture
- M 7. Synarthrosis
- N 8. Amphiarthrosis
- O 9. Diarthrosis
- H 10. Osteoarthritis
- I 11. Rheumatoid Arthritis
- J 12. Infectious Arthritis
- K 13. Gout
- B 14. Joint

II. List the 6 types of joints (15-20)

- | | |
|----------------------------|----------------------|
| 15. <u>Ball and Socket</u> | 18. <u>Hinge</u> |
| 16. <u>Pivot</u> | 19. <u>Condyloid</u> |
| 17. <u>Gliding</u> | 20. <u>Saddle</u> |

CHAPTER 12 - THE BLOOD
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____

DATE: _____

I. Name the 3 functions of the blood.

1. _____

2. _____

3. _____

II. Blood is composed of 2 prime elements. What are they?

4. _____

5. _____

III. Plasma proteins include what?

6. _____

7. _____

8. _____

9. _____

IV. True or False - Circle one

10. Antibodies are formed in the liver. T or F

11. Albumin is important for maintaining the osmotic pressure of the blood. T or F

12. A system of enzymes known as compliments help antibodies.
T or F

13. Amino Acids, which are found in the intestinal tract, are not part of the plasma. T or F

14. Leukocytes, erythrocytes, and lipids are corpuscles. T or F

15. Nutrients are found in the plasma. T or F

16. Procoagulants promote clotting. T or F

17. Fibrin breaks down the network that traps red blood cells.
T or F

18. Plasma, which contains carbohydrates is 70% water. T or F

19. Platelets participate in clotting. T or F

20. One type of leukocytes is lipocytes. T or F

V. Matching

_____ 21. Nutrients

_____ 22. Mineral salt

_____ 23. Lipid

_____ 24. Megakaryocytes

_____ 25. Phagocytes

a. stored as fat

b. chloride

c. carbohydrates

d. cells that form in the red marrow

e. destruction of pathogens

CHAPTER 12 - THE BLOOD
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____ DATE: _____

I. Name the 3 functions of the blood.

1. **Transportation**
2. **Regulation**
3. **Protection**

II. Blood is composed of 2 prime elements. What are they?

4. **plasma**
5. **corpuscles**

III. Plasma proteins include what?

6. **albumin**
7. **blood clotting factors**
8. **antibodies**
9. **compliment**

IV. True or False - Circle one

10. Antibodies are formed in the liver. T or F
11. Albumin is important for maintaining the osmotic pressure of the blood. T or F
12. A system of enzymes known as compliments help antibodies. T or F
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V. Matching

 C 21. Nutrients

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- a. stored as fat
- b. chloride
- c. carbohydrates
- d. cells that form in the red marrow
- e. destruction of pathogens

CHAPTER 12 - THE BLOOD
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____

DATE: _____

I. Matching

- _____ 1. hemorrhage
- _____ 2. antibodies
- _____ 3. agglutination
- _____ 4. antigens
- _____ 5. universal recipient
- _____ 6. universal donor
- _____ 7. erythroblastosis fetalis
- _____ 8. centrifuge
- _____ 9. plasmapheresis
- _____ 10. cryoprecipitate
- _____ 11. anemias
- _____ 12. neoplasm
- _____ 13. hemolytic anemia
- _____ 14. sickle cell anemia
- _____ 15. leukopenia

Bonus: DIC is a serious disorder involving excessive clotting.
What does DIC stand for?

- a. the white count is below 5000 cells per cubic millimeter
- b. the hemoglobin in many red blood cells are abnormal
- c. excessive destruction of red cells
- d. substance in that may be in plasma and can cause red cells in the donor's blood to become clumped
- e. clumping of the red blood cells
- f. proteins on the red cell membrane
- g. persons with type O blood
- h. persons with type AB blood
- i. the mother's RH (-) antibodies may pass to an unborn child who is RH (+) thus causing destruction of the red cells
- j. a machine that spins in a circle at high speeds to separate components of a mixture according to density
- k. removal of plasma and return of the formed elements
- l. the white precipitate on plasma that has been frozen and then thawed
- m. a group of disorders in which there is an abnormally low level of hemoglobin, or red cells, thus impairing the delivery of oxygen to the tissues
- n. a new growth of abnormal cells or tissue (may be cancerous)
- o. excessive bleeding

CHAPTER 12 - THE BLOOD
THE HUMAN BODY IN HEALTH AND DISEASE

NAME: _____

DATE: _____

I. Matching

- O 1. hemorrhage
- D/F 2. antibodies
- E 3. agglutination
- D/F 4. antigens
- H 5. universal recipient
- G 6. universal donor
- I 7. erythroblastosis fetalis
- J 8. centrifuge
- K 9. plasmapheresis
- L 10. cryoprecipitate
- M 11. anemias
- N 12. neoplasm
- C 13. hemolytic anemia
- B 14. sickle cell anemia
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- e. clumpping of the red blood cells
- f. proteins on the red cell membrane
- g. persons with type 0 blood
- h. persons with type AB blood
- i. the mother's RH (-) antibodies may pass to an unborn child who is RH (+) thus causing destruction of the red cells
- j. a machine that spins in a circle at high speeds to separate components of a mixture according to density
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- m. a group of disorders in which there is an abnormally low level of hemoglobin, or red cells, thus impairing the delivery of oxygen to the tissues
- n. a new growth of abnormal cells or tissue (may be cancerous)
- o. excessive bleeding

Competencies

Competency Ratings

Competency ratings are based on the number of exercises done in one of five subject areas. For example, 12 computer exercises have a possible perfect score of 48. Competency is achieved at one half the total possible score for a particular subject area, or in the computer example, a score of 24. Overall competency is reached at 70% of the total possible score.

Attendance and Progress Toward Goals

Progress toward personal goals was an important part of this program. Students were tracked in their attendance and in their status after completing the course.

COMPETENCIES

Since the ABE Leg/Med program was offered in conjunction with the ABE Pre-Vocational Basic Skills Program, the competencies were based on individual assignments and a final percentage on the quizzes and tests which when combined needed a 70%. The competency score was based on a scale of 0-4. The following is a break down of the competency score:

- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

To be accepted each assignment had to receive at least a 2 out of 5. If an assignment didn't meet the competency criteria, the student would be expected to do the assignment over until it was acceptable. When the assignment becomes acceptable the student the student will receive a 2. The second score system would not be fair to the students who completed the work satisfactorily if the second score is anything higher than a 2. The various competencies recorded were in the following areas:

- Grammar/Usage
- Office skills
- Writing
- Math
- Reading
- Keyboarding/Computers
- Listening/Speaking
- Personal characteristics
- * Medical/Legal quizzes and tests

* This area is where the competency will be based on a percentage.

COMPETENCY MEASUREMENT
PRE-VOCATIONAL SKILLS
SUMMARY

Student Name: _____

Pre-Test Score: _____

Social Security Number: _____

Skill Measurement Weeks 1/2: _____

Semester Enrolled: _____

Skill Measurement Weeks 3/4: _____

Instructor: _____

Skill Measurement Weeks 5/6: _____

Skill Measurement Weeks 7/8: _____

Post-Test Score: _____

General Competency	Possible Score	Minimal Score	Actual Score	Competency Achieved		Comments
	To achieve competency			YES	NO	
Grammar and Usage	116	58				
Office Skills	96	48				
Writing	72	36				
Math	48	24				
Reading	44	22				
Keyboarding/Computer	44	22				
Listening/Speaking	32	16				
Personal Characteristics	16	8				
TOTAL	468	234				

Measurement Scale:

- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

**Sample: Student Progress
Record**

Pre-Post Tests

Student Progress Record

Name : [REDACTED]

-----Post Test Scores-----

Pre-Test	<u>82</u>
Post-Test 1 & 2	<u>91</u>
Post-Test 3 & 4	<u>92</u>
Post-Test 5 & 6	<u>101</u>
Post-Test 7 & 8	<u>98</u>
Post-Test 9 & 10	<u>89</u>

Total 471 Possible 500 points

-----Vocab Scores-----

Vocab Quiz Wk1	<u>20</u>
Vocab Quiz Wk2	<u>20</u>
Vocab Quiz Wk3	<u>20</u>
Vocab Quiz Wk4	<u>20</u>
Vocab Quiz Wk5	<u>19</u>
Vocab Quiz Wk6	<u>20</u>
Vocab Quiz Wk7	<u>20</u>
Vocab Quiz Wk8	<u>20</u>
Vocab Quiz Wk9	<u>20</u>
Vocab Quiz Wk10	<u>20</u>

Typing 100

Total 199 Possible 200 points

-----Special Topic-----

Topic : _____

Quiz 1	<u>20</u>	9
Quiz 2	<u>24</u>	
Quiz 3	<u>18</u>	19
Quiz 4	<u>24</u>	
Quiz 5	<u>21</u>	45
Quiz 6	<u>103</u>	
Quiz 7	<u>18</u>	
Quiz 8	<u>23</u>	
Quiz 9	<u>10</u>	
Quiz 10	<u>96</u>	
Quiz 11	_____	
Quiz 12	_____	
Quiz 13	_____	
Quiz 14	_____	
Quiz 15	_____	
Quiz 16	_____	

385

376

410
~~400~~

Total 357 Possible 380 points

(-11)

3.28

-18
+82

Multiple choice: Write the letter of the correct answer on the spaces provided.

Answers for questions 1 - 12 go here. (2 each)

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

- I. 1) Which of these would you NOT find as a type of question on a standardized reading test?
- a. main idea
 - b. inference
 - c. vocabulary
 - ☒ d. spreadsheet
 - e. specific detail
- 2) On what do you "save" your work when using a computer?
- a. printer
 - ☒ b. diskette
 - c. menu
 - d. directory
 - e. student log
- 3) What is the abbreviation for zoning improvement program?
- a. zone imp.
 - b. zo. im.
 - c. zone imp. prog.
 - ☒ d. zip
- 4) What are the home keys on a computer?
- a. h and k
 - b. f and semi-colon
 - c. return and spacebar
 - ☒ d. asdf ;lkj

5) Which would be the best way to divide "holiday" in syllables if you were typing?

- a. holi-day
- b. hol-iday
- c. ho-liday
- d. holid-ay

6) When you need supplies when working for a corporation, you fill out a:

- a. petty cash voucher
- b. purchase order
- c. check request form
- d. W2-form

7) "Sincerely yours," in a letter is the:

- a. salutation
- b. complimentary close
- c. signature
- d. heading
- e. inside address

8) What are the home keys on a calculator?

- a. 4,5,6
- b. 1,2,3
- c. 7,8,9
- d. 0 and plus sign

II. Usage: Choose the correct word for the following sentences. Put your answers on page one at the top. (2 each)

9) (Who, Whom), are you calling, Albert?

10) It's (me, I).

11) They are all going except (us, we).

12) It is (John's, Johns) computer.

III. Put the following numbers in descending order:
(1 each)

3601, 3501, 3701, 3401, 3301, 3801

- 6
/
- a. 3301
 - b. 3401
 - c. 3501
 - d. 3601
 - e. 3701
 - f. 3801

IV. Put the following words in alphabetical order:
(1 each)

receipt, spouse, data, monitor, terminal, space

- a. data
- b. monitor
- c. receipt
- d. space
- e. spouse
- f. terminal

V. Match the following numbers with their parts of speech. (3 each)

1 2 3 4 5
John ate the whole pizza.

- | | |
|-------------|----------------------|
| 1. <u>B</u> | a. direct object |
| 2. <u>C</u> | b. subject |
| 3. <u>E</u> | c. verb |
| 4. <u>D</u> | d. adjective |
| 5. <u>A</u> | e. article/adjective |

VI. Add the following column of numbers. (3 points)

$$\begin{array}{r} 22 \\ 967.53 \\ 432.41 \\ 643.42 \\ 356.78 \\ \hline 2400.14 \end{array}$$

VII. Compute the following percents: (3 each)

6% of 36 = 6 2.6
5% of 100 = 20 5
What is the fraction for $33 \frac{1}{3}$? $33 \frac{1}{3}$ $\frac{100}{3}$

VIII. Circle the word that is properly spelled in the following pairs: (1 each)

mis spelled misspelled
unneeded unneeded
irresponsible irresponsible

XI. Change the following fragments to sentences: (5 each)

went to the store Jack went to the store.

after doing his homework After Doug did his homework he went to bed.

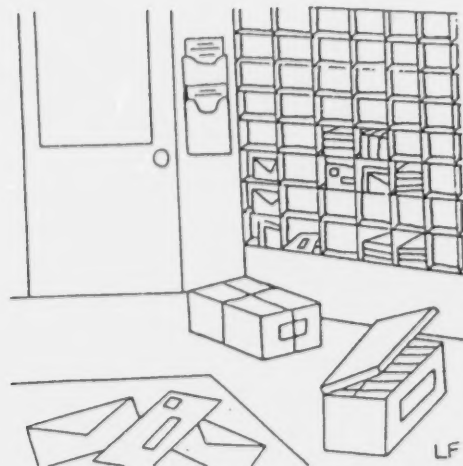
X. Capitalize and punctuate the following sentence: (10 points)

the 29th annual christmas party will be held
december 19 at 5:30 p m at the holiday hotel on
sixth street

The 29th annual Christmas Party
will be held December 19th, at 5:30 p.m., at
the Holiday Hotel on Sixth Street.

XI. Match the following vocabulary words. (2 each)

- | | |
|-----------------------|--|
| 1. <u>C</u> data | a. easy to read |
| 2. <u>e</u> delete | b. 2 copies |
| 3. <u>a</u> legible | c. information you get from a computer |
| 4. <u>b</u> duplicate | d. an entry on a bill or ledger |
| 5. <u>g</u> collate | e. take out |
| 6. <u>f</u> summary | f. a condensed version of something |
| 7. <u>d</u> posting | g. to put pages together in proper order |



45

SKILL MEASUREMENT CHAPTERS 1 AND 2

I. Write the following cardinal numbers in words: (2 pts. each) Example: 1. one

3 three
 7 seven
 8 eight
 12 twelve
 22 twenty-two

45 86
 50 100

II. Write the following ordinal numbers in words: (2 pts. each) example: 11th eleventh

2nd Second
 13th thirteenth
 17th seventeenth
 21st twenty-first
 40th fortieth

-1
 -1
 -1
 -1

III. Match the following vocabulary. (2 pts. each)

- | | |
|------------------------|---|
| <u>D</u> 1. CRT | a. zoning improvement program |
| <u>F</u> 2. temp. | b. United Parcel Service |
| <u>B</u> 3. UPS | c. expression used for entering data in a computer |
| <u>C</u> 4. input | d. cathode ray tube |
| <u>A</u> 5. ZIP | e. person who does a variety of duties in an office |
| <u>E</u> 6. gal Friday | f. office worker who is employed for a short period of time, not a permanent worker |

IV. Match each of the words with its part of speech. One is used twice. (2 pts. each.)

1 2 3 4 5 6 7 8
John ate the birthday cake before the party.

- | | |
|----------------------|--------------------------|
| <u>D</u> 1. John | a. verb |
| <u>A</u> 2. ate | b. direct object/noun |
| <u>F</u> 3. the | c. preposition |
| <u>G</u> 4. birthday | d. subject/noun |
| <u>B</u> 5. cake | e. object of preposition |
| <u>C</u> 6. before | f. article/adjective |
| <u>F</u> 7. the | g. adjective |
| <u>E</u> 8. party | |

V. Do the following math problems: (6 each)

$$\begin{array}{r} 4,536 \\ 5,423 \\ 5,789 \\ 8,017 \\ \hline 23,765 \end{array}$$

$$\begin{array}{r} 4,670 \\ -2,536 \\ \hline 2,134 \end{array}$$

$$\begin{array}{r} 2,759 \\ \times 3 \\ \hline 8,277 \end{array}$$

$$\frac{2}{3} + \frac{5}{10} = 1\frac{1}{6}$$

$$2\frac{3}{5} + 3\frac{4}{5} = 6\frac{7}{5} \quad \frac{6}{8} - \frac{2}{8} = \frac{4}{8} = \frac{1}{2}$$

$$\begin{array}{r} \frac{2}{3} \quad \frac{20}{30} \\ + \frac{5}{10} \quad \frac{15}{30} \\ \hline \frac{35}{30} \quad 1\frac{5}{30} \\ \hline 1\frac{1}{6} \end{array}$$

$$\begin{array}{r} 2\frac{3}{5} \\ + 3\frac{4}{5} \\ \hline 5\frac{7}{5} \\ \hline 6\frac{2}{5} \\ \hline 105 \end{array}$$

VII. From the information in the following paragraph, fill out the form which follows. (2 pts. each)

Mr. Gregory Paul Osborne lives at 3434 Cornell Walk in West Hartford, Connecticut. His telephone number is 203-555-4627. His zip code is 06117. His social security number is 495-88-0909. His driver's license number is NP-458767. He is 43 years old.

Last name: Osborne
middle initial: P
sex: male
telephone number: 203-555-4627
zip code: 06117

VIII. Answer the following questions as they pertain to a computer. (2 pts. each)

a. Is the "return key" on the right or left of the keyboard on a computer?

right

b. Is the "space bar" used by your thumb or or little finger?

+thumb

VIV. Short essay. Pretend that you are the teacher. Describe accurately to a new student the "do's and don'ts" of handling a computer diskette:

do's

donts

handle w/ care

- don't bend

If need to write, use

- don't touch Picture window

felt tip pen or write on top of label

- don't write on diskette

Short essay. Briefly explain what it means to "boot the system."

(3) Getting the Computer + monitor ready
for your data diskette

78

BONUS

Hank Gregory worked the following hours. For every hour over 8 hours he gets paid time-and-a-half. His regular pay is \$8.50 per hour.

What is his overtime pay per hour? 2.42

How many hours per day did he work?

M T W Th F
8 hrs 45 min 9 hr 30 min 9 hr 30 min 8 hr 30 min 10 hr 15 min

What was his daily pay?

M T W Th F
99.36 111.78 111.78 99.36 124.20

Mon	Tues.	Wed.	Thurs.	Fri.
8:00 - 10:30	7:45 - 10:15	7:45 - 10:30	8:00 - 12:00	7:45 - 11:45
10:45 - 12:00	10:30 - 12:30	10:45 - 12:00	1:00 - 5:30	12:30 - 6:45
1:00 - 5:30	1:00 - 3:15	1:00 - 5:30		
	3:45 - 5:30			



92
100

SKILL MEASUREMENT WEEKS 3 and 4

-4/50

I. Vocabulary. Match the following: (2 pts. each)

- | | |
|------------------------|---|
| <u>e</u> 1. collate | ~~a~~ take out |
| <u>a</u> 2. delete | ~~b~~ to correct grammatical errors |
| <u>b</u> 3. edit | ~~c~~ explanation of benefits |
| <u>d</u> 4. transcript | ~~d~~ school record of your grades |
| <u>f</u> 5. hourly | ~~e~~ put pages together in proper order |
| <u>c</u> 6. EOB | f. employee paid by the hour |

II. Math: Do the following problems.

1. $3/4 \times 6/7 = 9/14$

2. $4 \div 1/2 = 8$

3. $2 \frac{2}{3} \div 3 \frac{1}{2} = \frac{16}{21}$

4. $1/8 + 5/8 = 6/8 = 3/4$

5. $2 \frac{3}{4} + 4 \frac{1}{8} = 6 \frac{7}{8}$

6.
$$\begin{array}{r} 40.00 \\ + 22.70 \\ \hline 62.70 \end{array}$$

7.
$$\begin{array}{r} \$5.00 \\ - 3.27 \\ \hline 1.73 \end{array}$$

8. $5 - 1.75 = 3.25$

9. $3.07 - .25 = 2.82$

IV. Write the adverb form of the following words:

lazy	lazily	large	largely
sloppy	sloppily	accurate	accurately
beautiful	beautifully		

V. Change the following fragments into complete sentences:

1. watching Sandra put data into the computer

While watching Sandra put data into the

2. after lunch, I feel asleep.

After lunch, we went back to work.

3. went to the conference room

We went to the conference room for a meeting.

VI. Write the letter of the alphabet which comes in between the following sets of letters:

a...c

q...s

g...i

u...w

m...o

x...z

VII. Circle the indirect objects in the following sentences:

1. Mr. Wheeler gave me more work to do.

2. Joel sent the President of Permaco a letter.

VIII. Arrange the following numbers in descending order.
Label the highest #1.

- 3604	<u>3605</u>
- 3603	<u>3604</u>
3406	<u>3603</u>
- 3605	<u>3602</u>
3602	<u>3406</u>
3201	<u>3201</u>

IX. Choose the correct verb for the following sentences.

1. Mr. Williams and I (eat, eats) lunch together.
2. The printout sheets (is, are) on the table.
3. The secretary (type, types) 5 pages per hour.
4. Saundra and Joel (drive, drives) to work together.

X. Write the past tense of the following verbs.

~~work~~	works ²
eat	ate
become	became
~~is~~	are ¹⁷
write	wrote

XI. From the information in the following want ad, answer the questions which follow.

Clerical
No experience required.
Mfg. co. seeking person to handle variety of procedures of entry level duties. Telephone skills, accuracy in typing and filing required. Send resume to Box 666, The Evening Call, Allentown, PA 18105.

1. What skills does the job require?

Procedures of entry level duties, telephone skills, accuracy in typing, filing.

2. Can you call to inquire about the job?

no (need to send resume)

3. What kind of position is it?

Clerical



BEST COPY AVAILABLE

SKILL MEASUREMENT: weeks 5/6

NAME ~~XXXXXXXXXXXXXXXXXXXX~~

VOCABULARY: Match the following meanings with the appropriate word. (3 points each)

98
101

- | | |
|-----------------------------------|---|
| <u>d</u> 1. confidential | ~~a.~~ sole and legal right to |
| <u>h</u> 2. ingredients statement | ~~b.~~ please reply |
| <u>a</u> 3. proprietary | ~~c.~~ to get money back for money you have already spent |
| <u>b</u> 4. R.S.V.P. | ~~d.~~ something to be shared only with the person to whom it is addressed |
| <u>e</u> 5. collate | ~~e.~~ to put pages together in proper order |
| <u>c</u> 6. reimbursement | f. pictures and designs |
| <u>g</u> 7. data | ~~g.~~ facts |
| <u>f</u> 8. graphics | ~~h.~~ list of the ingredients for a product |

II. Put the following numbers in descending order:
(2 points each)

5402, 5302, 5401, 5301, 5601, 5306

- a. 5601
- b. 5402
- c. 5401
- d. 5306
- e. 5302
- f. 5301

Skill Measurement weeks 5/6

III. Compute the following: (3 points each) Show your work, use back of sheet!

$$\begin{array}{r} .62 \\ - .48 \\ \hline .14 \end{array}$$

1. $.62 - .48 = .14$

2. $8.683 - .911 = 7.772$

3. $13.43 - 10.98 = 2.45$

4. $.93 \times .316 = .29388$

5. $.25 \times 37.1 = 9.275$

6. $12 \times .15 = 1.5$

$$\begin{array}{r} 13.43 \\ - 10.98 \\ \hline 2.45 \end{array}$$

$$\begin{array}{r} 13.43 \\ - 10.98 \\ \hline 2.45 \end{array}$$

$$\begin{array}{r} 8.683 \\ - .911 \\ \hline 7.772 \end{array}$$

$$\begin{array}{r} .93 \\ \times .316 \\ \hline .29388 \end{array}$$

$$\begin{array}{r} .25 \\ \times 37.1 \\ \hline 9.275 \end{array}$$

IV. Choose the correct word from the following pairs. (3 points each)

Whom 1. (Who, Whom) is coming to the party?

Whom 2. (Who, Whom) are you calling?

she 3. This is (she, her).

his 4. Neither Mr. Mitchell nor Mr. Williams likes sugar in (his, their) coffee.

your's 5. Is this umbrella (your, yours, your's)?

my 6. This is (my, mine) desk.

slowly 7. This printer prints too (slow, slowly).

wonderful 8. A two-week vacation to the Bahamas sounds (wonderful, wonderfully).

Smarter 9. Ms. Dunfield is the (smarter, smartest) of the two women.

best 10. Of the entire R & D group, Frank Wheeler is the (good, better, best) engineer.

yourself 11. Prepare (you, yourself) for the chairman's visit.

V. Multiple choice: (3 points each)

b 1. If your report is due semi-annually, it is due:

- a. once a year
- b. twice a year
- c. every two years
- d. January 1 every year

b 2. If your boss is trilingual, he speaks: 3

- a. two languages
- b. three languages
- c. four languages
- d. English only

C 3. If you want to send a report to someone in another department in your same company, you could send it:

- a. first class
- b. express mail
- c. in an inter-office envelope
- d. parcel post

Ca 4. If a highway is called an interstate, that means it goes:

- a. from city to city
- b. between two countries
- c. between two or more states
- d. countywide

C 5. If your boss wants an executive summary written on his report, he wants:

- a. a duplicate copy
- b. a longer version of his outline
- c. a condensed version of it
- d. an index and a table of contents

+10

DECIMAL NUMBERS

As secretary to Mr. Mitchell, you need to figure out how much money was spent in the last 6 months on supplies in order to estimate costs for the next 6 months. You can assume that you will use the same amount of each in the last six months of the year.

ORDERED IN JANUARY	USED BY JUNE	QUANTITY LEFT	NEED TO ORDER	COST
10 boxes #10 envelopes @ \$4.70/ box	8 boxes	2 boxes	6 boxes	\$ 28.20
10 boxes 6 3/4" envelopes @ \$3.50/ box	6 boxes	4 boxes	2 boxes	\$ 7.00
12 boxes rubberbands @ \$1.20/ box	10 boxes	2 boxes	8 boxes	\$ 9.60
12 boxes paperclips @ \$3.75/ box	4 boxes	8 boxes	don't need	
12 boxes Letterhead @ \$24.95/ box	11 boxes	1 box	0	\$ 24.95
120 memo pads @ \$2.25 per dozen	78 memo pads	42 pads	36	\$ 6.75
10 dozen telephone message forms @ \$5.50 per dozen	3 dozen	7 dozen	don't need	

115

TOTAL COST \$ 301.05

116

I. Match the following vocabulary words.

C 1. cc:

~~a.~~ letterhead usually used for personal notes

E 2. RE:

~~b.~~ an itemized list of goods to be shipped to a buyer

a 3. Baronial style

~~c.~~ carbon copies to

F 4. posting

~~d.~~ balance of money coming in and going out

b 5. invoice

~~e.~~ "with reference to" or "as regards"

d 6. cashflow

f. an item entered on a ledger or bill

II. Directions: Do the following math problems on ^{back of} scratch paper and enter your answers here. - Show all work!

1. 80% of $120 = 96$.

5. 90% of $360 = 324$.

2. 20% of $500 = 100$

6. $.8\%$ of $30 = .24$

3. 50% of $80 = 40$.

7. 25% of $40 = 10$.

4. 120% of $250 = 300$

- 2

III. Directions: Change the following fragments to complete sentences:

1. half of the secretaries in Lustrox

Half of the Secretaries in Lustrox, called off sick today.

2. put the call through to Texas

Jane, Please put the call through to Texas now

3. babysits on Saturdays for her niece

Crystal babysits on Saturdays for her niece

IV. Combine the following pairs of sentences to make better sentences.

1. Mr. Mitchell flew to Washington.

Mr. Mitchell attended a meeting while he was in Washington.

Mr. Mitchell flew to Washington, and while he was there he attended a meeting.

2. Sarah filed 150 letters.

Sarah typed 150 letters.

Sarah typed and filed 150 letters.

V. Directions: Label the parts of the letter by putting the number of each part in its appropriate box.

1. Complimentary close
2. Heading
3. Salutation
4. Body
5. Inside address

2

5

3

4

1

Signature

VI. What four items do you list as the heading for a memo?

- a. ² TO Name of person letter is going to
- b. ² FROM address
- c. ² RE or SUBJECT Company
- d. Date

VI. Parallelism.

- a. Add adverbs to make this sentence parallel.

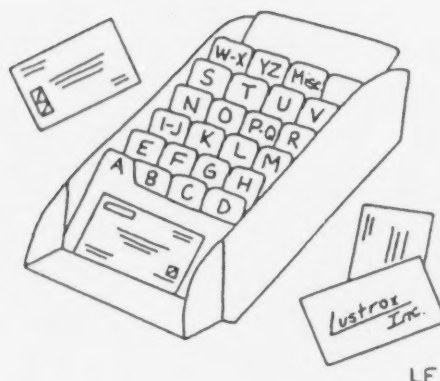
The secretary typed speedily, accurately and neatly.

- b. Use adjectives to make this sentence parallel.

Mr. Mitchell hired a new secretary who is courteous,
honest and efficient.

- c. Add nouns to make this sentence parallel.

The supply room was stacked with paper, insurance forms,
Pens, and Pencils.



PURCHASE ORDER
BONUS PAGE

Directions: Fill out the following purchase order requisitioning the following items:

- 3 boxes of large rubber bands
- ~~2~~ pair of scissors
- ~~5~~ packages of index cards
- ~~1~~ date/stamp pad refill
- ~~24~~ Telephone message form pads

6.75
1.25
13.50

1.25
5
6.25

NOTE: Your supervisor tells you she needed this order YESTERDAY!

10 Pds 5.50

2.80
3
6.00

PURCHASE ORDER LUSTROX CORPORATION				
Date: <u>Nov. 4, 1991</u>		Department: <u>Personnel</u>		
Deliver to: <u>supply room</u>		Date required: <u>ASAP</u>		
Item #	Quantity	Description	Unit Cost	Total Cost
37742	3 boxes	Lg. rubber bands	180	5.40
	2 pair	SCISSORS	6.75	13.50
12445	5 PKGS.	index cards	1.25	6.25
10985	1 Refill	date/stamp pad	3.35	3.35
	24 or 2 doz.	Tele. mess form pads	12/5.50	11.00
TOTAL				\$139.50
Signed: _____		Special Instructions: <u>needs order</u> <u>asap</u>		
Approved: _____				

SUPPLY LIST FOR LUSTROX CORPORATION (To be used with Purchase Order Form)
--

#10 Envelopes	#10-14412n	\$ 4.70 / box
#10 Envelopes	#10-15677n	\$ 6.80 / box
Date/stamp pad	#10985.	\$ 3.35 / refill
Dustcloth		\$ 1.25 / pkg.
#6 3/4 Envelopes	# 5-01035	\$ 3.50 / box
#6 3/4 Envelopes	# 6-01032	\$ 4.70 / box
Index Cards	#12445	\$ 1.25 / pkg.
Rubberbands	#36042.	\$ 1.20 / box
Rubberbands	#37742	\$ 1.80 / box
Paper Clips	#110-297	\$ 3.75 / 12 boxes
Paper Clips	#111-298	\$ 4.90 / 12 boxes
Letterhead	8 1/2 x 11	\$ 24.95 / box
Letterhead	Baronial	\$ 15.95 / box
Ruler	wooden	\$ 3.45
#2 Pencils	20/box	\$ 1.35 / box
#3 Pencils	20/box	\$ 1.35 / box
memo pads	3 1/2 x 6 1/2	\$ 2.25 / dozen
scissors		\$ 6.75
Telephone message forms	12 pads	\$ 5.50

CLERICAL FINAL EXAM
NOVEMBER 14, 1991
100 POINTS

Name : Jackie Pennabaker

Date : 11/14/91

Score :

89
100
-15
+4 Bonus
-11

I. Vocabulary: Match the following meanings with the appropriate word (11 points).

- | | |
|----------------------------|--|
| <u>c</u> 1. itinerary | ~~a.~~ a schedule for anticipated expenses or or for adjusting expenses |
| <u>a</u> 2. budget | ~~b.~~ carbon copy |
| <u>g</u> 3. downtime | ~~c.~~ a list of arrangements for a trip |
| <u>e</u> 4. purchase order | ~~d.~~ able to be read easily |
| <u>f</u> 5. invoice | ~~e.~~ an itemized list of goods to shipped to a buyer |
| <u>b</u> 6. cc: | ~~f.~~ form to be filled out when you need suppl |
| <u>d</u> 7. legible | ~~g.~~ time when the machine is not operational |
| <u>j</u> 8. hardcopy | ~~h.~~ a condensed version of something |
| <u>k</u> 9. posting | ~~i.~~ to put pages together |
| <u>i</u> 10. collate | j. a typed or printed document |
| <u>h</u> 11. summary | k. an entry on a bill or ledger |

II. Definitions (4 points):

1. What does hardware mean? *It's the monitor, keyboard, printer, the equip. of the computer*
- 1 2. What does software mean? *It's the diskette, or what goes into the computer.*
3. What does benefits mean? *It's what you get for working such as sick time, vacation, etc*
4. What does reimbursement mean?
Pay for something, + later you will be paid back

III. Capitalization and Punctuation (15 points):

1. ^S Sarah typed all of the correspondences (dated December 10, 1987) and she still found time to make arrangements for Mr Williams' trip to San Francisco.

2. When buying real estate, money talks.

3. ^B Bob, a true gourmet, will recommend a restaurant.

IV. Change the following fragments into sentences (5 points)

1. sat in the employee's lounge *Crystal sat in the employee's lounge at 1:30 time*

2. after cleaning out her desk *After cleaning out her desk, she went and cleaned out her locker.*

V. Choose the correct word for the following sentences (5 points)

1. John was (two, to, too) tired to go to work.

2. (Their, There, They're) employee picnic was postponed.

3. It is (I, me).

4. Give the report to (us, we).

5. Which of the boys (were, was) going to the dance.

BEST COPY AVAILABLE

11. Multiple choice (7 points)

a 1. "Dear John:" in a letter is known as the:

- a. salutation
- b. complimentary close
- c. signature
- d. heading
- e. inside address

C 2. When bills come in and you need the financial department to pay them, you need to fill out a:

- a. petty cash voucher
- b. purchase order
- c. check request form
- d. W4-Form

b 3. What would be the best way to divide the following word if you were typing?

- a. un-derstand
- b. under-stand
- c. und-erstand
- d. unders-tand

a 4. What are the home keys on a calculator?

- a. 4,5,6
- b. 1,2,3
- c. 7,8,9
- d. 0 and plus sign

e 5. Which of these would you NOT find as a type of question on a standardized reading test?

- a. main idea
- b. inference
- c. vocabulary
- d. specific detail
- e. spreadsheet

b 6. On what do you "save" your work when using a computer?

- a. printer
- b. diskette
- c. menu
- d. directory
- e. student log

C 7. What are the home keys on a computer?

- a. h and k
- b. f and semi-colon
- c. asdf ;lkj
- d. return and spacebar
- e. ctrl key

VII. Math (40 points)

1. 2341
4790
6817
5449
+ 3691

$$\begin{array}{r} 2341 \\ + 4790 \\ + 6817 \\ + 5449 \\ + 3691 \\ \hline 23188 \end{array}$$

2. 270148
- 108236

$$\begin{array}{r} 270148 \\ - 108236 \\ \hline 161912 \end{array}$$

3. The product of 231 & 63. 14553
4. 817.25 326 324
5. 25% discount on a new outfit \$95.00
What is the consumer's cost? 71.25

6. A 30% markup on a CD player that cost \$367
What is the consumer's cost 477.10

7. 6.25 % sales tax on the new REM tape that cost \$11.00
What is the cost to the consumer? 11.69

8. What's 27% of 632? 170.64

9. The part = 35 and the percent = 52%
What is the whole? 67.31

10. What percent is 73 of 128? 56.95

VIII. Computer Knowledge (10 points)

1. Give three Do's & 3 Don't's for disk handling (6 points)

on back

2. Temporary memory is what? RAM
Permanent memory is what? ROM

IX. Underline the part of speech asked for 21 points

1. Pronouns

I took some of them with me.

2. Adjectives

The conspicuous, blond, German actor was superb in his performance.

3. Adverb

Slowly he climbed the hill.

I could have danced forever.

Often we eat on the back porch.

4. Prepositions ** CIRCLE the OP

The housekeeping chores were divided among the four roommates.

The solder is in the web.

5. Conjunction

Neither Frank nor Sarah could attend the play.

6. Direct object ** CIRCLE the DO

Jody Hamen of the mayor's office awarded our soccer team the trophy

My grandmother in Kansas sent me a record for my birthday.

X. Label the parts of the following sentence.

1 2 3 4 5 6

Alan lost data on his computer.

2 a. verb

5 d. adjectives

4 b. preposition

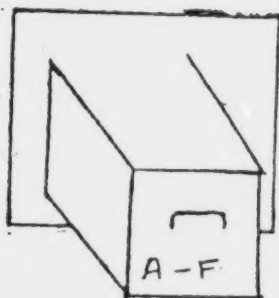
3 e. direct object

1 c. subject

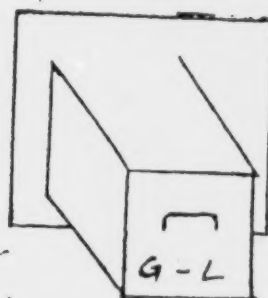
6 f. object of the preposition

5 points

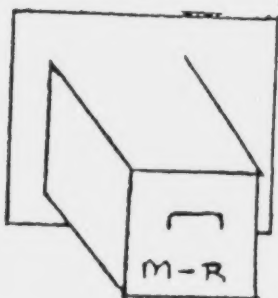
A



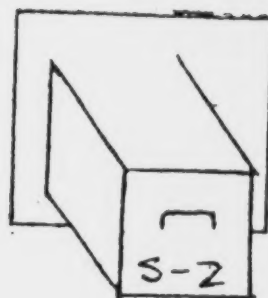
B



C



D



What file does the following folders go into?

D Greg Wetzle

A Steve Diopery

B Jean Kuhns

C Mary Renshaw

A Dorothy Bowersox

A Jim Bowser

**Samples from Northhampton
Community College
Curriculum**

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PREFACE

This course in Pre-Vocational Skills Training is designed to meet the basic needs of the chronically unemployed who want to be trained for entry-level positions in the clerical/secretarial/data-entry fields. The manual is designed for teacher use for a 10-week course to prepare these adults to enter traditional clerical courses or job-training programs offered by temporary employment agencies.

The curriculum is a competency-based program targeted to provide adults with basic skills in grammar, usage, reading, writing, listening, math, keyboarding and computers. In addition to basic skills, an emphasis has been placed on exercises designed to encourage problem-solving skills and to teach methods for accomplishing meaningful tasks in an office atmosphere.

Generally adult students need more class time for practice than traditional students as they often have problems finding time to do homework with their other adult responsibilities. Thus, practice time for skills is built into the daily schedule and homework is minimal.

The course requires four hours of instruction per day and is divided into four segments each day.

Copies of this manual are available for loan for a period of five years from:

Advance
PDE Resource Center
333 Market Street
Harrisburg, Pennsylvania
17126-0333

1-800-992-2283

LUSTROX CORPORATION
CHRISTMAS GIFT

SORTING

Hand out "Student Booklet - Rolodex for Lustrox Corporation". (3.1.2d-g) Have students use their index cards with addresses to separate the cards into three categories. (h) = ham, (f) = fruit, (c) = cheese. Ms. Dunfield wants to know which employees want ham, which want fruit, and which want cheese for their Christmas baskets which are always given as presents to all regional representatives and friends of Lustrox Corporation.

- Directions:
1. Students should sort data according to (h), (f), (c).
 2. Students should enter data in three separate lists into their computers using Spreadsheet. (name, address, gift choice)
 3. Students should answer the following questions put on the board as a quiz.

Questions on board for student notebooks or to hand in as a quiz:

1. How many men want cheese?
2. How many women want fruit?
3. What percent of the total Christmas gifts ordered ordered ham?
4. How many overseas orders are there?

ROLODEX LIST FOR LUSTROX COMPANY

Mr. John Anderson (h)
2350 Pearl Street
Sunberry, Ohio
14856

Tele: 216-555-4340

Ms. Janet Hinman (f)
1335 Fiddler Road
Ithaca, New York 14850

Tele: 315-555-9988

Mr. Lawrence Smith (c)
500 Manning Street
Camden, North Carolina 27921

Tele: 919-555-0897

Ms. Sarah Johnson (f)
Rte. 1
Box 344A
Springfield, Illinois 62704

Tele: 815-555-7474

Mr. Gregory Osborne (h)
3434 Cornell Walk
West Hartford, Connecticut 06117

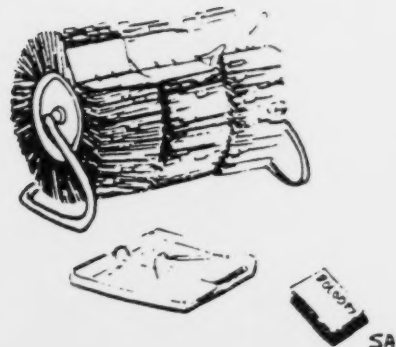
Tele: 203-555-4627

Mr. Andrew Gregoris (f)
59 Gault Road
Bedford, New Hampshire 03102

Tele: 603-555-5823

Mr. Randolph Palmer (c)
185 Rusty Road
Columbus, Ohio 43214

Tele: 614-555-2597



SORTING NUMERICALLY
INGREDIENTS STATEMENT

The Quality Control Department of Lustrox Corporation houses all the proprietary information for the company. They keep the files with all the "recipes" -- ingredients statements -- for the products. These are very important files and must be kept in immaculate order. For each product the ingredients must be listed by percent in descending order as that is the way the government insists that they be listed on the bottles of the products. Although on the bottles the percent is not actually listed, the company has to have accurate records of the percent of each ingredient for the use of their research and development staff. Each product has a listing adding up to 100%.

Directions: Organize the following ingredients in descending order by percent. Then answer the questions which follow.

polysorbate 20	12%
potassium	1.5%
propylene glycol #4	8%
water	28%
sorbate	2%
alcohol	24%
Benzophenone	.5%
lanolin	20%
fragrance	3%
Red dye #12	1%

- Questions:
1. Do the ingredients add up to 100%?
 2. Which ingredient has the greatest amount?
 3. Which ingredient has the least amount?

DECIMAL NUMBERS

As secretary to Mr. Mitchell, you need to figure out how much money was spent in the last 6 months on supplies in order to estimate costs for the next 6 months. You can assume that you will use the same amount of each in the last six months of the year.

ORDERED IN JANUARY	USED BY JUNE	QUANTITY LEFT	NEED TO ORDER	COST
10 boxes #10 envelopes @ \$4.70/ box	6 boxes			
10 boxes 6 3/4 envelopes @ \$3.50/ box	3 boxes			
12 boxes rubberbands @ \$1.20/ box	4 boxes			
12 boxes paperclips @ \$3.75/ box	10 boxes			
12 boxes Letterhead @ \$24.95/ box	8 boxes			
120 memo pads @ \$2.25 per dozen	72 memo pads			
10 dozen telephone message forms @ \$5.50 per dozen	9 dozen			

FOLLOWING DIRECTIONS
CHECK REQUEST -- TUITION

LUSTROX CORPORATION POLICY:

The Lustrox Corporation thinks that continuing education is important and will therefore pay for its employees to attend colleges. The courses must be related to the employee's work, and there are a few rules which must be adhered to. The company will pay 1/2 of tuition in advance for all fees and books. The remaining 1/2 of tuition will be paid after the completion of the course when a grade of "A" or "B" is presented in transcript form from the institution the employee attended. It is the employee's responsibility to present all transcripts and receipts to the Personnel Secretary.

Problem 1: Randolph Palmer went to Ohio State for accounting. He already received reimbursement for 1/2 of the course, all fees, and all his books. He now wants reimbursement for the last 1/2 of the tuition. The course cost \$800.00 total. He has no transcript. How much should the check request be made out for?

Problem 2: Lawrence Smith wants to go to Duke for a computer course. The course costs \$750.00 and he has receipts for fees of \$35.00 and books for \$75.00. How much should the check request be made out for?

Problem 3: Ms. Sarah Johnson wants to go to night school for a course in word processing. The course costs \$200 and \$35.00 for books. How much should the check request be made out for?

Problem 4: Ms. Jane Novotny went to school for computer training; she has a transcript with a grade of "B" and is also asking for \$45.00 in books for which she has a receipt. The course costs \$350. She already was reimbursed for fees and for 1/2 of the course. How much should the check request be made out for?

Problem 5: Richard Phelan went to night school for warehousing. The course cost \$60 and he was already reimbursed \$30 for 1/2 the course. He has a transcript showing a grade of "D". How much should the check request be made out for?

QUESTIONS FOR A JOB INTERVIEW

Put the following questions on 3 x 5 cards and have students practice asking them of one another. For further practice, mock interviews can be practiced in front of a video camera to be critiqued by the class.

1. Why should the Lustrox Corporation hire you?
2. Tell me a little about yourself.
3. What jobs have you held in the past?
4. What jobs have you enjoyed doing?
5. Why do you want to work for Lustrox?
6. Do you have any special skills?
7. Do you have transportation to work?
8. What do you plan to be doing five years from now?
9. Which courses in school did you do best in?
10. Which courses did you dislike?
11. Would you be willing to travel?
12. Do you mind working overtime?
13. Do you want to work permanently or temporarily?
14. What personal characteristics do you have to make you a successful employee?
15. Do you like to work alone?
16. Do you have any hobbies?
17. Have you ever been fired from a job?
18. Do you like to work with people who smoke?
19. Do you have any family responsibilities which might keep you from coming to work?

FRACTIONS

Hank Gregory is Mr. Williams' foreman at the plant. Things have been busy at the plant lately and Hank has had to work overtime. For every hour over 8 hours in a day, he gets paid time-and-a-half. His regular pay is \$9.50 per hour.

What is his overtime pay per hour? _____

Below is Hank's time card for October 5 - 9.

How many hours per day did he work?

M T W Th F

How many days did he get overtime? _____

Which days? _____

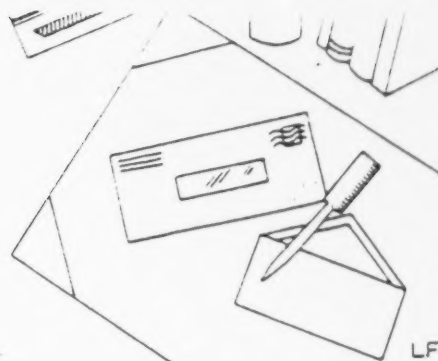
What was his daily pay?

M T W Th F

Mon.	Tues.	Wed.	Thurs.	Fri.
8:00-10:15	7:45-10:15	7:45-12:00	7:45-10:00	8:00-12:00
10:30-12:00	10:30-12:00	12:30-3:30	10:15-12:00	12:30-3:00
12:30-5:00	12:30-4:00	3:45-7:00	12:30-3:30	3:15-5:00
5:30-9:15	4:15-6:30	7:15-9:00	3:45-6:30	

Total hours for the week: _____

Total pay for the week: _____



SORTING THE MAIL

A	B	C
Ronald Williams	Joel Johnson	Walter Mitchell
A1 priority	B1 priority	C1 priority
A2 first class	B2 first class	C2 first class
A3 inter-office	B3 inter-office	C3 inter-office
A4 third class	B4 third class	C4 third class

Directions: For each of the above bosses, you need to sort the mail. Their folders have four compartments as listed above. For the mail below, put the letter and number for the compartment it would be placed in.

Example: an inter-office report from the V.P. for Personnel to Ronald Williams would go in A3.

- _____ 1. monthly budget report from Joel Johnson to Ronald Williams
- _____ 2. certified letter to Joel Johnson
- _____ 3. memo to Walter Mitchell from the Personnel Director
- _____ 4. advertisement for new computers from IBM to Ronald Williams
- _____ 5. registered letter to Ronald Williams
- _____ 6. customer complaint letter to Walter Mitchell
- _____ 7. "Shampoo Monthly" magazine for Walter Mitchell
- _____ 8. new personnel policies memo to Joel Johnson
- _____ 9. Federal Express papers to Walter Mitchell
- _____ 10. check reimbursement to Ronald Williams

HOOR:	I	II	III	IV
Day 1:	Spelling and Vocabulary for Personnel Grammar: nouns and pronouns, singular and plural	Introduction to Personnel Reading Skills: Understanding Standardized Tests	Introduction to to Printing IBM PC	Keyboarding Practice
Day 2:	Read for Information Want A		Writing Skills: want ads	Keyboarding Practice
Day 3:	Usage: Subject/verb agreement Study of verbs	Writing skills: questions for job interview, Cover letter	Typing the cover letter	Keyboarding Practice
Day 4:	Practice Adding Decimals	Following Directions: "Check request"	Using a calculator for adding decimals	Keyboarding Practice
Day 5:	Review: grammar and usage	Skill Measurement Weeks 3/4	"The Rejection Letter"	Keyboarding Practice

SPECIFIC COMPETENCY - ENGLISH: WRITING
WEEK 7/8

<u>SCORE</u>	<u>INDICATOR</u>	<u>BENCHMARK</u>	<u>COMPETENCY NUMBER</u>
DEMONSTRATE ABILITY TO:			
_____	j. Proofread and edit a simple paragraph with common errors	70% accuracy on a bi-weekly post test	7.1.3
_____	k. Create effective complex sentences	By completing exercises demonstrating effective use of simple subordinate clauses	7.2.3
_____	l. Recognize the difference between compound elements	By combining elements into either compound subjects or compound sentences	7.3.1
_____	m. Write an office memo	By writing a memo per instructions with a good topic sentence, 3 supporting arguments and a final recommendation	7.3.3
_____	n. Write a succinct, well-organized paragraph	As approved by instructor	7.4.1
_____	o. Edit a paragraph for errors in parallelism	By editing such a paragraph effectively as determined by instructor	7.5.3

Measurement Scale:

- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

Spelling and Vocabulary
Secretary to the President
Week 10

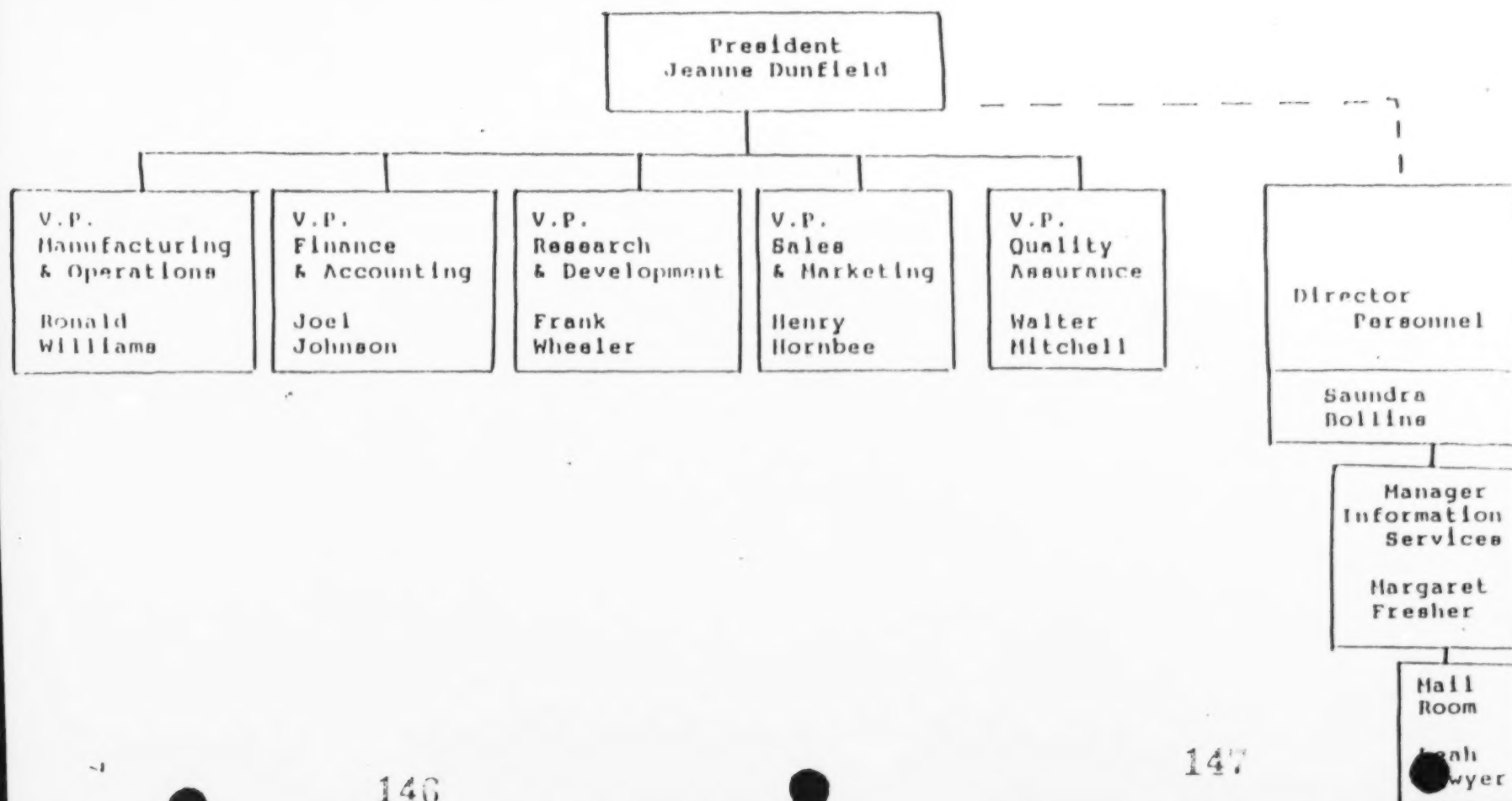
annual report
budget
airline reservations
CEO
petty cash
disbursement
expenditure
agenda
acct. - account
ad. or adv.- advertisement
atty. attorney
bldg. - building
c/o - care of
C.O.D.- cash on delivery
dept.- department
ea. - each
enc. - enclosure
est. - established
inv. - invoice
memo. - memorandum
itinerary



Method: Present the vocabulary by having students copy the words from the board and by defining each one. Students should use their neuro-linguistic programming to study those words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

1.1.2b

Organization Chart
Lustrox Corporation
3000 Green Lake Road
Bethlehem, PA 18016



Class Handouts:

Enrollment Procedures

Application

Schedules

Rules

Follow-Up Form

PRE-CLERICAL SKILLS CLASS ENROLLMENT PROCEDURES

1. Any call or contact from a person expressing interest in the pre-clerical class should see PJ for a clerical application. PJ will take the person's name, phone #, address and give or send the person an application.
2. Returned applications should be given to Beth. Beth will review applications and either
 - a. decide that the person is not appropriate for class; in which case PJ sends a rejection letter and files the application and a copy of the rejection letter in the Pre-Clerical enrollment file.
 - or
 - b. decide that the person should be interviewed; in which case PJ sends a "Please call for an intake interview" letter. A copy of this letter and the application form will also be filed in the Pre-Clerical enrollment file. PJ will not schedule any intakes for anyone who has not completed the application form.
3. Beth will conduct intake interviews for those applicants who have been scheduled. The interview will consist of completing an intake form, a TABE, and an interest inventory.
4. Beth will make class placement recommendations to Carol, who will review the recommendations and make final acceptance decisions.
5. Persons rejected at this point will receive one of two letters.
 - a. They will receive a complete rejection, they are not considered appropriate for the class. PJ will file a copy of this rejection with the application in the Pre-Clerical Enrollment folder.
 - or
 - b. They will receive a rejection for this class but will be advised that they can be considered for future classes. They will be asked to call for re-evaluation for a future class. Persons who call, will be included in the evaluation process for the next clerical class. Copies of the letter and application will be included in the Pre-Clerical Enrollment folder.
6. Persons accepted at this point will be instructed to call to confirm their participation in the class. Persons accepted who do not call in a confirmation and who do not show up for class will be considered dropped from the class and will receive a letter explaining their status. Persons dropped from the class will not be recalled for future classes. Letters and a copy of the application will be included in the Pre-Clerical Enrollment folder.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

APPLICATION
PreVocational Clerical Skills

Name _____

Address _____

Phone # _____ Message # _____

Social Security # ____ - ____ - ____ Date of birth ____/____/____ Age ____

Are you currently enrolled in another Adult Center program? ____ Yes ____ No

What Program? _____

List other classes you have attended at the Adult Center if any: _____

Are you employed? ____ Yes ____ No Employer? _____

Are you handicapped? ____ Yes ____ No Please specify _____

Are you receiving public assistance? ____ Cash ____ Food Stamps ____ Medical card

What was the last grade you completed in school? _____

What business classes did you take in high School? Circle any that apply:

Typing Shorthand Business math Computer literacy Other _____

What other education have you had since you were last in school?

How did you find out about this program? _____

Why are you interested in the PreVocational Clerical Skills program?

What are your short and long term goals?

List past job titles & the number of months/years at the job (example below).

Sales Clerk _____ 7 months _____

CLERICAL TRAINING CLASS SCHEDULE

The clerical training class begins on Monday, October 9, 1991, and continues thru Thursday, February 14, 1992. Your instructors are Troy Scott and Deb Harbster. The daily hours are listed below and are the same for each week of class. There will be a lunch break every day from 11:30 - 12:00. You may bring your lunch or go out to eat.

Attendance is important because a large number of the lessons and practice sessions will be on the computer. This is work you cannot take home. Regular attendance is necessary to develop the skills taught in this class. If you are unable to attend a class for some reason, it is your responsibility to call the center (248-4942) and speak to Troy or Deb or leave a message by 8:30 a.m. of the day you will be absent.

DAILY SCHEDULE

DAY	HOURS	LUNCH
Monday	9:00 am - 2:30 pm	11:30 - 12:00
Tuesday	9:00 am - 2:30 pm	11:30 - 12:00
Wednesday	9:00 am - 2:30 pm	11:30 - 12:00
Thursday	9:00 am - 2:30 pm	11:30 - 12:00

Holiday/Snow Policy: The Adult Education Center is closed only when both Juniata and Mifflin County Schools are closed. If in doubt, listen to WMRF, WKVA, or WCHX or in Juniata County, WQJU, WJUN for cancellation or delay announcements.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Pre-Vocational Clerical Class

1. Parking - Park on left side of building. Be careful not to park in reserved space.
2. Smoking - No smoking allowed on school property.
3. Attendance - We will monitor your attendance very closely. You are not expected to miss many days and we will have a conference with you if this becomes a problem.
4. Snow Policy/Holidays - Listen for announcement on radio. Vo-Tech school closes only when Juniata and Mifflin County school districts are closed.
5. High School Students - Do not socialize with the students.
6. Dress Code - We expect you to dress reasonably. If not dressed appropriately, we will have a talk with you.
7. Lunch - 12:00-12:30 each day.
8. Grades/Evaluations - You will not receive a letter grade, but you will be evaluated often and we will discuss them with you.
9. Class Materials - We provide all materials. If need to borrow any material, make sure we okay.
10. Van Transportation - If transportation becomes a problem, let us know. Could possibly ride on the van.
11. Snacks/Sodas - NO FOOD OR DRINK IN COMPUTER LAB. You may purchase snacks or soda on your break or at lunch.
12. Breaks - 10:30-10:40, Lunch 12:00-12:30
13. Kitchen, Microwave - You may use the kitchen. Refrigerator and microwave is available for your use also.
14. Journals - Each will receive a journal. You will be given the opportunity each day to write in a journal. You can write about anything you wish. We will read and make comments when needed.

POST CLERICAL FOLLOW-UP QUESTIONNAIRE

NAME _____

PHONE# _____

ADDRESS _____

SS# _____

What have you been doing since your class ended?

Have you completed or are you enrolled in another class? ____ yes ____ no

If yes: Place: _____

Name of class _____

of class hrs or length of program _____

Are you employed? ____ yes ____ no

If yes: Date you started working _____

Employer Name: _____

Address: _____

Job Title: _____

of hrs/week: _____ rate of pay/hourly rate: _____

Course Evaluations
Medical Evaluations
Legal Evaluations

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The one thing I liked most about this class is the typing and working with the computers.

2. Describe one thing you would add to this class if you were taking it over again.

One thing I would add to this class if I were taking it over again is more time allowed to complete this class.

3. Describe one thing you would drop from this class if you were taking it over again.

I feel that nothing should be dropped from this class because everything I have learned ~~will~~ ~~help me to~~ I have benefited from

4. In a short paragraph, summarize your feelings about completing this class.

My feelings toward this class are that I'm really gonna miss it and I feel I have learned many things that will help me to function in everyday life.

RECEIVED DEC 10 1991

Tammy,

COURSE EVALUATION FORM

Please complete and return

● soon as possible. Deb

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I really enjoyed learning about the Computer.

2. Describe one thing you would add to this class if you were taking it over again.

I would of liked learning alot more about Lotus 123.

3. Describe one thing you would drop from this class if you were taking it over again.

Typing Tutor, Typing assignments were more of a challenge.

4. In a short paragraph, summarize your feelings about completing this class.

I feel great that I could complete this class. I really enjoyed everyone and everthing we learned. It was really a great class.

Sandy,

Please complete and return COURSE EVALUATION FORM
as soon as possible Deb

Did I like to make
you I or only first
test?

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Even though it took awhile to learn to operate I liked the computers and learning about how they worked and the typing exercises we had to complete.

2. Describe one thing you would add to this class if you were taking it over again.

Taking more time to learn about the computers and typing on them. Still at the end of the 10 weeks I continued to forget how to do some things on the computer. (maybe its just me)!

3. Describe one thing you would drop from this class if you were taking it over again.

Less English and Math and more typing on the computers.

4. In a short paragraph, summarize your feelings about completing this class..

First of all Deb and Troy ^(are) were good teachers. We weren't pressured while we were working and if we didn't understand something they took the time to explain until we did I never had any regret in taking the course even when we were studying a lot of English and Math I felt we had covered a lot of material in 10 wk and I had learned a lot. I was very pleased with myself after the completion of the class. It was very worthwhile class in my opinion.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I really liked almost everything about the class. I think my favorite thing was learning to type and typing up reports and documents. It was good practice.

2. Describe one thing you would add to this class if you were taking it over again.

About the only thing I can think of to add is more time. An extra week or two, or even an extra hour every day would really help.

3. Describe one thing you would drop from this class if you were taking it over again.

I really can't think of anything that didn't benefit us in some way.

4. In a short paragraph, summarize your feelings about completing this class.

I really learned a lot from this class. When I started, I had never used a computer before. I'm still not an expert, but I know a lot more than I did 10 weeks ago.

5. The thing about this class that I liked the least was English. But ~~the reason~~ I hated it ~~too~~ because I didn't do well, so I guess that is probably what I needed the most.

RECEIVED JAN 14 1992

Darlene,

please complete and

COURSE EVALUATION FORM

return as soon as possible.

Deb

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I guess the part that I enjoyed the most was typing. Although, I liked almost everything we did.

2. Describe one thing you would add to this class if you were taking it over again.

I really think that we covered almost everything. More time is about all I can think of. There just wasn't enough time to do everything.

3. Describe one thing you would drop from this class if you were taking it over again.

I really can't think of anything that wasn't important.

4. In a short paragraph, summarize your feelings about completing this class.

I really have enjoyed being a part of the class. I think we learned a lot of things that will help us find the job that we want. I had never used a computer before this class. I still don't know very much, but at least I'm not afraid to try now.

Sheri,

COURSE EVALUATION FORM

Please complete and return to me as soon as possible. (Also please call me!) Deb H.

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. The opportunity to learn the process of working with the computer and with other people, learning and refreshing math and English skills really helped me for except I could not comprehend some of the English.
2. Describe one thing you would add to this class if you were taking it over again. Working more with filing and more math skills. There would also be more citation exercises.
3. Describe one thing you would drop from this class if you were taking it over again. Working with the Apple Computers, there really not being used in the offices now days.
4. In a short paragraph, summarize your feelings about completing this class. This class maybe moderate and strict, But I learned that listening and understanding each other makes you work well with each other. I learned more English which is hard to understand on my part and for the math I understand. Honestly I'm not afraid to try.

Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

What I liked best about the class was working on the computer. I really miss working on the computer, there is so much to learn.

2. What would you change in this program?

I wouldn't change anything, I think it was an excellent class. I even liked going back & reviewing what we had in high school. Because I did forget a couple of things.

3. How did you feel about having quizzes often?

I'm glad we had quizzes often, because it made me study more & also learn more.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

I enjoyed learning the medical terminology and would like to learn more, because I would like to get a clerk or receptionist job w/ the hospital.

Thanks
Troy & Deb

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Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

I liked it but it was too much of a crash course, too much all at once.

2. What would you change in this program?

more time on it (weeks) being able to answer questions at the end of pamphlet checking also going over before taking test

3. How did you feel about having quizzes often?

I think it was too much. The quizzes should have been longer but easier to understand.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class. I think the medical is needed in case you would get a job and need information but it was too much to try to learn in a short time period. Need to start about 2nd week of program not wait until the 8th week.

Legal Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?
The things I liked the most was the ability to learn the legal vocabulary, since that is my particular area of interest.
2. What would you change in this program?
I would start earlier in the class, so there would be enough time to learn more of the vocabulary + legal process.
3. How did you feel about having quizzes often?
I did not mind having quizzes often. They showed me my progress in the program.
4. In a short paragraph summarize how you felt about the legal part in the Pre-Voc class.
I really liked the legal part because it help me become familiar with legal terms and documents. I hope someday to get into the legal secretarial field and I feel that the legal program has helped me a lot.

Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

I enjoyed learning about the bones of the body.

2. What would you change in this program?

Learning more in class instead of doing all studying at home.

3. How did you feel about having quizzes often?

I didn't feel we had enough time to study for quizzes.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

The medical part was very interesting and I know a lot more about the body than I did before the class. I would take another class, if I had the chance to.

Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

The learning knowledge of medical terms itself was helpful to me.

2. What would you change in this program?

It might be good to use the medical terminology in some form of sentences, so that you could associate the words in the proper context of the medical field.

3. How did you feel about having quizzes often?

I felt that it was helpful because it kept you on a steady basis of studying and helped when taking midway quizzes and final quizzes.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

I feel that the opportunity to see if the medical area was something to pursue the interest I had in this field. It forced you to think more about this area and the pros and cons, and education needed to go into the medical field.

Legal Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

I liked getting to know more about the legal business than what I did. It made me want to learn more.

2. What would you change in this program?

I would change the length of the program so you could learn more about that field.

3. How did you feel about having quizzes often?

~~The~~ The quizzes were alright but it was a bit difficult to learn so many words that mean the same thing.

4. In a short paragraph summarize how you felt about the legal part in the Pre-Voc class.

I felt the legal part was very interesting. I would have liked to have gotten more information though. I felt it was started too late in the program to really get a good start in that particular field.

Legal / Medical Evaluation

KCS

Please answer the following in complete sentences.

1. What did you like best about the program?

I liked the opportunity to explore the computer.

2. What would you change in this program?

time frame: rules is not enough time!!!

It was would probably be better so far. As students are cheated on if a good computer education on both Apple & IBM

3. How did you feel about having quizzes often?

These quizzes often helped me.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

Legal
medical was hard at times because there was so much to do in some weeks. With a job, it was hard for me to keep up in the fast, crammed pace!

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?
2. What would you change in this program? I think we should discuss what we cover.
3. How did you feel about having quizzes often? Its a good Idea
4. In a short paragraph summerize how you felt about the medical part in the Pre-Voc class. *Legal* I feel I learned a lot about the human body it will be helpful if I decide to go on in the medical field.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

I liked learning to understand legal "TALK".

2. What would you change in this program?

Learn less Real estate.

3. How did you feel about having quizzes often?

I didn't mind this.

- Legal 4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

I enjoyed learning legal terms but wish we would have gotten to domestic Relations AS this would have been interesting.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

Basically, just learning Medical Terminology.

2. What would you change in this program?

3. How did you feel about having quizzes often?

Fine. It made things stick in my mind.

- Legal* 4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

I think it's very important. It helped people decide which way to go as far as Medical / Legal.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

It gave us an outline of how much is needed to complete something in medical field.

2. What would you change in this program?

More class time should be devoted to covering med/legal. It is much easier to grasp with reviews.

3. How did you feel about having quizzes often?

That is the best way to determine where your weak points are.

4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

Legal

I think if it was reviewed in class room discussion it would have been easier to remember. Only my opinion.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

Learning all the different parts/etc
of the human body.

2. What would you change in this program?

Spend a little more time (in class)
on the medical and even legal.

3. How did you feel about having quizzes often?

I really didn't like this part
because it took a lot more time away
from me and spending time with my family.

4. In a short paragraph summarize how you felt about the medical
part in the Pre-Voc class.

Legal

Medical I really enjoyed
but I feel that if we
had more time to learn
it that we would get
more out of it.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?
Time on the computer - The medical terminology was very helpful.
2. What would you change in this program?
let the medical students type medical inform up.
3. How did you feel about having quizzes often? They were helpful in letting you know what you needed more help or time in (English, math) especially
4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

Legal

What we covered in medical was very interesting but I felt that the medical students should have a chance to use it more on with use of the computers

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

I learned alot about medical terms which can help me if I work in an medical office.

2. What would you change in this program?

I feel that the program should be offered for a long amount of time.

3. How did you feel about having quizzes often?

I think that having quizzes often helps you recall the material better.

- Legal* 4. In a short paragraph summerize how you felt about the medical part in the Pre-Voc class.

I really liked the medical class. I think it was a good idea to offer it to people.

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program?

The program contained alot of information

2. What would you change in this program?

I would allow more time than the 8 weeks.

3. How did you feel about having quizzes often?

By having the quizzes often, we were able to see on a weekly basis how we were doing.

4. In a short paragraph summerize how you felt about the medical part in the Pre-Voc class.

Legal

The legal part has show to me what some of the things needed to be a legal secretary

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Legal / Medical Evaluation

Please answer the following in complete sentences.

1. What did you like best about the program? Really I didn't like anything about legal but we really didn't discuss it in class.

2. What would you change in this program? The way the testing was done

3. How did you feel about having quizzes often? I didn't care for it too much because legal didn't interest me enough.

Legal 4. In a short paragraph summarize how you felt about the medical part in the Pre-Voc class.

I wish I would of done medical instead of legal since I've decided on going on to be a RN.

RECEIVED FEB 16 1992

RECEIVED JAN 03 1992

Jackie,

COURSE EVALUATION FORM

Please complete and return
as soon as possible. Deb

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The part of the class that I enjoyed the most was working on the computer.

2. Describe one thing you would add to this class if you were taking it over again.

If I were taking the class again, I would like to learn more techniques w/ the computer, and Lotus and also data base. And ~~also~~ more medical terminology.

3. Describe one thing you would drop from this class if you were taking it over again.

I wouldn't drop anything, if I were taking the class again.

4. In a short paragraph, summarize your feelings about completing this class.

I enjoyed working on the computer, I'm glad that I learned some medical Terminology. Everyone was so nice. The class was a good class. I and I learned that if I really want to do something, I can do it.

RECEIVED DEC 16 1991

Deb,

Please complete and return
as soon as possible.

COURSE EVALUATION FORM

Deb

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Learning to operate the computer was what I liked best

2. Describe one thing you would add to this class if you were taking it over again.

I would add more time working on computers.
I also would add Lotus 123.

3. Describe one thing you would drop from this class if you were taking it over again.

I would drop some of the English.

4. In a short paragraph, summarize your feelings about completing this class.

At first I didn't like the class. But the more I went the better I liked it. I have learned a lot from the class. I would like to further my education in clerical skills. I feel everyone should have a chance to take the class.

Eleanor,

COURSE EVALUATION FORM

Please complete and return

soon as possible. Deb H.

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The overall review of grammar and math was very helpful.

2. Describe one thing you would add to this class if you were taking it over again.

I feel, personally, I would add a little more time working the computers, possibly one day a week devoted to computer usage so as not to be pressured to get the word perfect ^{when assigned} do

3. Describe one thing you would drop from this class if you were taking it over again.

I think everything included in the course was necessary.

4. In a short paragraph, summarize your feelings about completing this class.

I felt accomplished in completing the course. For many it was hard to include this in their home schedules. I feel that it was a learning experience and that, in itself, was rewarding.

RECEIVED DEC 10 1991

Jeanette,

please complete and return
as soon as possible deb

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The one thing I liked best about the class was that I got to know more about what a Secretary actually does.

2. Describe one thing you would add to this class if you were taking it over again.

I would add more typing exercises. It would have been better to have more variety in the typing part.

3. Describe one thing you would drop from this class if you were taking it over again.

I wouldn't drop anything because what we learned we needed to know.

4. In a short paragraph, summarize your feelings about completing this class.

I felt the class was very good for me. It showed me that I can do what I want to do and ~~possibly~~ possibly be good at it. If I had to do all over I would chose to go back.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I enjoyed the computer time and also the time that Troy spent with the class so that we were able to understand what we were learning.

2. Describe one thing you would add to this class if you were taking it over again.

I would add ~~some~~ some more time, everything was cramed. I also would of liked having more space and computers also.

3. Describe one thing you would drop from this class if you were taking it over again.

Nothing that I can think of.

4. In a short paragraph, summarize your feelings about completing this class.

I am glad that I took this class it helped me get acquainted with the Medical field and brushed me up on English and Math.

Now I'm somewhat closer in deciding what I want to do.

RECEIVED FEB 18 1992

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